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ABSTRACT

This is the first of three volumes that constitute the final evaluation report of Project STAR (State Technical Assistance Resources), an undertaking of the Maryland State Department of Education designed to help 36 elementary schools improve their reading programs. This volume is essentially descriptive and is divided into seven parts. The first part contains a general overview of the project and provides information about its goals, staff, and process model. The second part provides a discussion of change as it relates to the redirection of reading programs in the project schools. The third part focuses on the inservice component used to bring about change in the project schools, while the fourth part contains participant reactions to such elements of the project as its successful components, project outcomes as related to goals, the use of a teacher/staff perceptual survey, program improvement efforts, and the use of confidence sheets. The fifth part presents narratives by participants that describe briefly some of the project activities, and the final part summarizes findings related to the adult education parenting projects offered in 24 of the schools that were designed to assist parents who wanted to help their children read better. Appendixes contain several project documentation forms, an overview of the process model, a list of project goals and objectives, a trainer of trainers model, and a model for delivery systems within the project. (FL)

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PROJECT STAR FINAL EVALUATION REPORT

(STATE TECHNICAL ASSISTANCE RESOURCES PROJECT)

Volume I

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AN EVALUATION OF PROJECT STAR
School Year 1978-79

INTRODUCTION

BACKGROUND & PURPOSE OF THE REPORT

Project STAR (State Technical Assistance Resources) was initiated by the Maryland State Board of Education to help 36 selected schools in five local education agencies improve their reading programs. To achieve this, Project STAR staff used a number of processes and techniques to bring about program changes in school curriculum. These processes included

- Assessment of current practices based on Standards for Successful Reading Programs and a perceptual survey for teachers
- Involvement of both system and school personnel in the assesment phase and in the development and implementation phases of action plans
- Long-term planning by objectives, activities, assigned personnel, and timelines for redirecting reading programs
- Involvement of the school's parents and community
- Provision of additional personnel and funds needed to accomplish the outlined action plan
- Use of monitoring and evaluation systems to assure increased growth of student achievement and of staff development

The combined efforts of the State STAR Team, STAR Resource Teachers (locally-based), principals, staff, students, and central office staff assigned to the 36 STAR schools were necessary to accomplish the purpose.

STAR represented the state's first attempt to directly assist schools improve students' reading scores on accountability tests. As such, the STAR staff not only assisted schools in the diagnosis of areas of weaknesses in the reading program but also worked with schools on a regular basis to give direct assistance in the correction of the identified needs. Moreover, the Project worked to encourage principals to assume a more active role as the instructional leader in their schools and to incorporate a team approach in coordinating all school programs.

Project STAR also provided leadership and guidance in the use of Standards throughout the state. Through the use of the STAR Teams' model for improving a school's instructional program and a checklist of physical and observable items, schools were provided with a self-eveluation instrument that not only identified strengths and weaknesses in a school but also formed a basis for comparison with other schools.

This paper, while compiled by the State Team, represents all STAR participants' reactions and opinions. It briefly describes what happened between September 1976 and June 1979 as STAR schools redirected their reading instructional programs. It is in no way a complete descriptive account of the STAR Project but merely highlights how the changes were made and the components involved in change. It is hoped that this report (Volume I) will serve as a useful feedback mechanism to the state education agency, local education agency, and schools in the development of effective reading programs.

ORGANIZATION OF THE TOTAL REPORT

The Final Evaluation Report is divided into three volumes. Volume I is essentially descriptive and presents Project STAR as a change-oriented delivery system, showing how the change process was implemented on a school-by-school basis. Volume II provides both quantitative and qualitive information on Project STAR, Goals 1 and 4. It elaborates upon the evaluation design; presents measurement of the Project's success in terms of Goal 1—the improvement of student performance and organization and administration of elementary schools' reading program. It also focuses on Goal 4 of Project STAR—developing needed competencies to improve school staff reading content and program management capabilities. Volume III is the Project STAR Handbook. It describes, in detail, all facets of the Project related to background, purposes, responsibilities, development, planning, implementation, and evaluation.

ORGANIZATION OF VOLUME I

Volume I of the Final Evaluation Report is divided into seven parts with charts, tables, figures, and appendices that clarify, describe, and highlight the narrative sections of the report. Part One is a general overview of the history of the Project providing information on the goals, purposes, assigned staff, process model, and other documents developed as a part of this Project.

Part Two discusses dealing with change as it relates to the redirection of reading programs in STAR schools. It addresses orientation to change, kinds of desired change, support systems necessary to effect change, and the design/structure of the change process within STAR.

Part Three focuses on the inservice component used in STAR to effect and implement change. It identifies the types and topics of workshops conducted by the State STAR Team and STAR Resource Teachers for all project participants--as well as the principal's inservice module, monitoring, and planning materials.

Part Four contains participant reactions to successful components of the Project, Project outcomes as related to the goals, the perceptual survey, program improvement efforts, and conference sheets. Part Five presents narratives by participating schools which briefly describe some of their Project STAR activities.

Part Six summarizes findings related to the Adult Education Parenting Projects in 24 of the STAR schools. These projects were designed to provide assistance to parents who wished to help their children read better.

A reference list of books, films, and programs used by the STAR staff in the development of this paper, workshops, handbook, and implementation of the STAR Project completes this report.

PART ONE
PROJECT DESCRIPTION

FIRST YEAR

Project STAR (State Technical Assistance Resource) was initiated in July 1975 by the Maryland State Board of Education to test the concept that the State Department of Education, as a state agency, can directly influence student achievement in reading at the elementary school. The Project was to focus on improving the reading achievement of elementary students in ten schools in Maryland which scored the lowest in the accountability testing program. In September 1976, four people formed a team of State Department sepcialists in the areas of reading, language, and community/guidance to design and implement the Project. Ten additional people were selected to serve as locally based STAR Resource Teachers in the participating schools. All personnel were identified as change agents and sent into schools to effect changes in student performance and to implement the Standards. By the end of the first year, the project had worked to achieve the following purposes:

- To provide participant LEAs with a process model which enabled them to assess and improve their reading programs
- To assist the local education agencies and selected schools in the use of the Standards for Successful Reading Programs to assess their current reading programs
- To assist local education agencies in developing action plans for improving the selected school's reading program
- To identify and provide technical assistance staff to help with the implementation of action plans
- To support designated schools as they achieved each Standard
- To conduct research which documented the processes used for making changes in the reading program.

SECOND YEAR

During the second year, the State Team expanded to seven members, the STAR Resource Teachers to 17 members, and the number of schools to 36. The processes used the first year were refined and preciptated the development of several documents to assist in implementation. The Project Handbook (Volume III) was designed as a ready reference to providing information regarding Project planning, implementation, and evaluation. Each of the 28 Standards in Figure 1 was clustered into seven broad areas, with a focus statement for each cluster developed. These statements addressed the seven assessed areas of a school's reading program: Goals and Objectives, Assessment, Program Development, Appropriate Program, Program Management, Staff Development, and Articulation. Written indicators for each Standard (Appendix A and Volume III, pg. 143) were developed to assist in the collection and analysis of data that was tangible and written as well as observable.

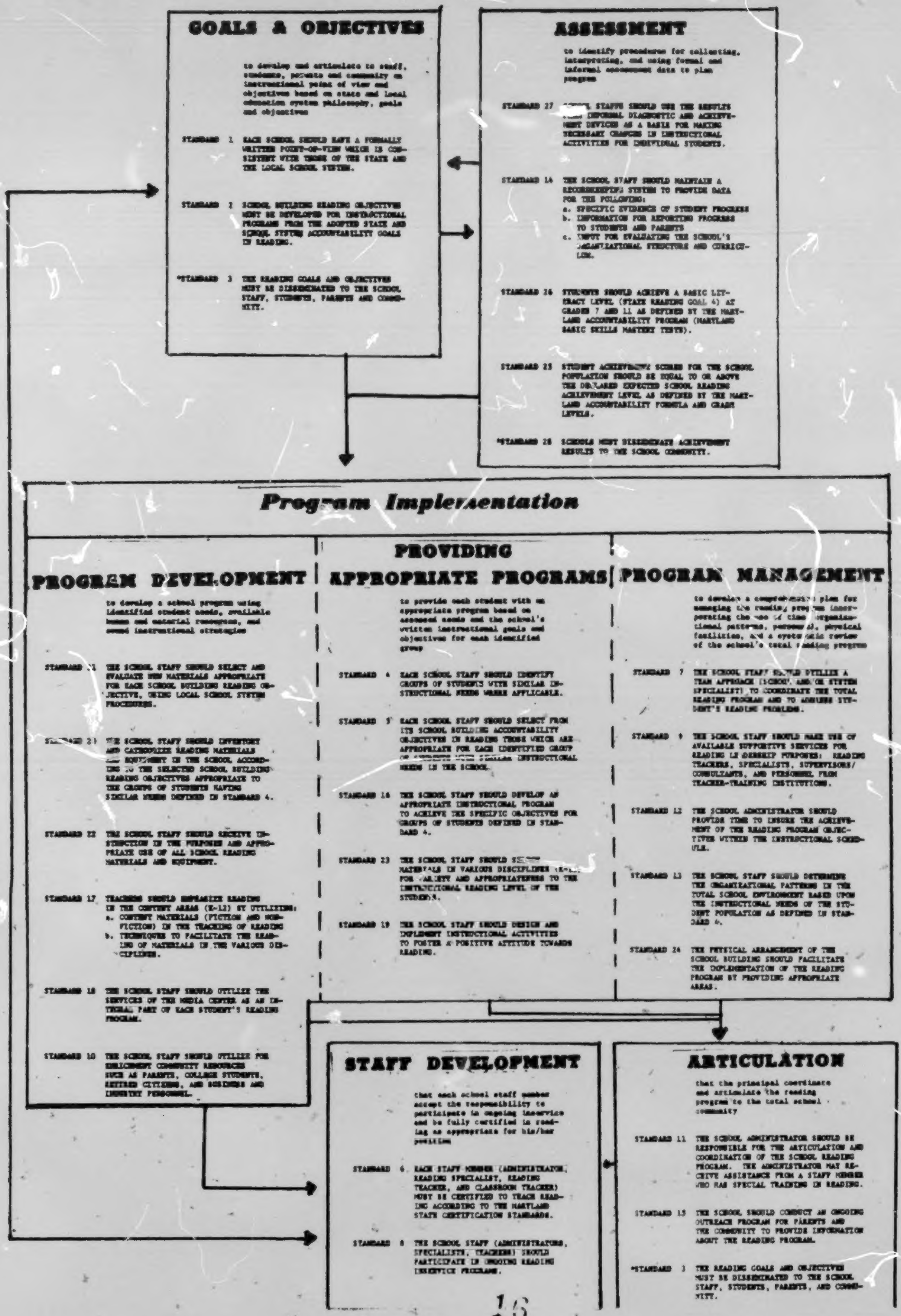
The second year's efforts saw the development and administration of a perceptual survey for teachers (Volume II, pg. 87). This survey was the third part of the program evaluation process which provided individual teacher input to the assessment process. A process model for improving a school's instructional program also evolved during the second year. The model, included seven phases used to plan changes in a school's identified program (Figure 2, Appendix B and Volume III). It also provided the means to develop a school's total reading program and to implement the Standards for Successful Reading Program in keeping with Maryland's Reading Plan for the seventies.

THIRD YEAR

The conclusion of the second year and the beginning of the third year produced a Statement of Beliefs (Volume III) written by STAR principals as well as final consensus to the Project Goals and Objectives (Appendix C). The Project Handbook was also revised.

The only variable remaining constant throughout STAR's three-year history was the nature and kinds of inservice provided. The STAR Team's philosophy was that in order to make lasting changes in school program, the Project must provide for the continuity of program change through the local school system's change agents. Thus, inservice activities were developed for the following groups of participants in the Project: (1) State STAR Team, (2) STAR Resource Teachers, (3) STAR school principals, (4) classroom teachers, and (5) LEA central staff members. Sessions providing indepth training of STAR school principals and STAR Resource Teachers were emphasized. The inservice activities addressed such topics as: (1) purposes and processes of Project STAR, (2) group process and the

Standards for Successful Reading Programs



GOALS & OBJECTIVES

to develop and articulate to staff, students, parents and community an instructional point of view and objectives based on state and local education system philosophy, goals and objectives

STANDARD 1 EACH SCHOOL SHOULD HAVE A FORMALLY WRITTEN POINT-OF-VIEW WHICH IS CONSISTENT WITH THOSE OF THE STATE AND THE LOCAL SCHOOL SYSTEM.

STANDARD 2 SCHOOL BUILDING READING OBJECTIVES MUST BE DEVELOPED FOR INSTRUCTIONAL PROGRAMS FROM THE ADOPTED STATE AND SCHOOL SYSTEM ACCOUNTABILITY GOALS IN READING.

*STANDARD 3 THE READING GOALS AND OBJECTIVES MUST BE DISSEMINATED TO THE SCHOOL STAFF, STUDENTS, PARENTS AND COMMUNITY.

ASSESSMENT

to identify procedures for collecting, interpreting, and using formal and informal assessment data to plan program

STANDARD 27 SCHOOL STAFFS SHOULD USE THE RESULTS FROM INFORMAL DIAGNOSTIC AND ACHIEVEMENT DEVICES AS A BASIS FOR MAKING NECESSARY CHANGES IN INSTRUCTIONAL ACTIVITIES FOR INDIVIDUAL STUDENTS.

STANDARD 14 THE SCHOOL STAFF SHOULD MAINTAIN A RECORDKEEPING SYSTEM TO PROVIDE DATA FOR THE FOLLOWING:
a. SPECIFIC EVIDENCE OF STUDENT PROGRESS
b. INFORMATION FOR REPORTING PROGRESS TO STUDENTS AND PARENTS
c. INPUT FOR EVALUATING THE SCHOOL'S ORGANIZATIONAL STRUCTURE AND CURRICULUM.

STANDARD 26 STUDENTS SHOULD ACHIEVE A BASIC LITERACY LEVEL (STATE READING GOAL 4) AT GRADES 7 AND 11 AS DEFINED BY THE MARYLAND ACCOUNTABILITY PROGRAM (MARYLAND BASIC SKILLS MASTERY TESTS).

STANDARD 25 STUDENT ACHIEVEMENT SCORES FOR THE SCHOOL POPULATION SHOULD BE EQUAL TO OR ABOVE THE DECLARED EXPECTED SCHOOL READING ACHIEVEMENT LEVEL AS DEFINED BY THE MARYLAND ACCOUNTABILITY FORMULA AND GRADE LEVELS.

*STANDARD 28 SCHOOLS MUST DISSEMINATE ACHIEVEMENT RESULTS TO THE SCHOOL COMMUNITY.

Program Implementation

PROGRAM DEVELOPMENT

to develop a school program using identified student needs, available human and material resources, and sound instructional strategies

STANDARD 21 THE SCHOOL STAFF SHOULD SELECT AND EVALUATE NEW MATERIALS APPROPRIATE FOR EACH SCHOOL BUILDING READING OBJECTIVE, USING LOCAL SCHOOL SYSTEM PROCEDURES.

STANDARD 20 THE SCHOOL STAFF SHOULD INVENTORY AND CATEGORIZE READING MATERIALS AND EQUIPMENT IN THE SCHOOL ACCORDING TO THE SELECTED SCHOOL BUILDING READING OBJECTIVES APPROPRIATE TO THE GROUPS OF STUDENTS HAVING SIMILAR NEEDS DEFINED IN STANDARD 4.

STANDARD 22 THE SCHOOL STAFF SHOULD RECEIVE INSTRUCTION IN THE PURPOSES AND APPROPRIATE USE OF ALL SCHOOL READING MATERIALS AND EQUIPMENT.

STANDARD 17 TEACHERS SHOULD EMPHASIZE READING IN THE CONTENT AREAS (K-12) BY UTILIZING:
a. CONTENT MATERIALS (FICTION AND NON-FICTION) IN THE TEACHING OF READING
b. TECHNIQUES TO FACILITATE THE READING OF MATERIALS IN THE VARIOUS DISCIPLINES.

STANDARD 18 THE SCHOOL STAFF SHOULD UTILIZE THE SERVICES OF THE MEDIA CENTER AS AN INTEGRAL PART OF EACH STUDENT'S READING PROGRAM.

STANDARD 10 THE SCHOOL STAFF SHOULD UTILIZE FOR ENRICHMENT COMMUNITY RESOURCES SUCH AS PARENTS, COLLEGE STUDENTS, RETIRED CITIZENS, AND BUSINESS AND INDUSTRY PERSONNEL.

PROVIDING APPROPRIATE PROGRAMS

to provide each student with an appropriate program based on assessed needs and the school's written instructional goals and objectives for each identified group

STANDARD 4 EACH SCHOOL STAFF SHOULD IDENTIFY GROUPS OF STUDENTS WITH SIMILAR INSTRUCTIONAL NEEDS WHERE APPLICABLE.

STANDARD 5 EACH SCHOOL STAFF SHOULD SELECT FROM ITS SCHOOL BUILDING ACCOUNTABILITY OBJECTIVES IN READING THOSE WHICH ARE APPROPRIATE FOR EACH IDENTIFIED GROUP OF STUDENTS WITH SIMILAR INSTRUCTIONAL NEEDS IN THE SCHOOL.

STANDARD 16 THE SCHOOL STAFF SHOULD DEVELOP AN APPROPRIATE INSTRUCTIONAL PROGRAM TO ACHIEVE THE SPECIFIC OBJECTIVES FOR GROUPS OF STUDENTS DEFINED IN STANDARD 4.

STANDARD 23 THE SCHOOL STAFF SHOULD SELECT MATERIALS IN VARIOUS DISCIPLINES (K-12) FOR VARIETY AND APPROPRIATENESS TO THE INSTRUCTIONAL READING LEVEL OF THE STUDENTS.

STANDARD 19 THE SCHOOL STAFF SHOULD DESIGN AND IMPLEMENT INSTRUCTIONAL ACTIVITIES TO FOSTER A POSITIVE ATTITUDE TOWARDS READING.

PROGRAM MANAGEMENT

to develop a comprehensive plan for managing the reading program incorporating the use of time, organizational patterns, personnel, physical facilities, and a systematic review of the school's total reading program

STANDARD 7 THE SCHOOL STAFF SHOULD UTILIZE A TEAM APPROACH (SCHOOL AND/OR SYSTEM SPECIALIST) TO COORDINATE THE TOTAL READING PROGRAM AND TO ADDRESS STUDENT'S READING PROBLEMS.

STANDARD 9 THE SCHOOL STAFF SHOULD MAKE USE OF AVAILABLE SUPPORTIVE SERVICES FOR READING LEADERSHIP PURPOSES: READING TEACHERS, SPECIALISTS, SUPERVISORS/CONSULTANTS, AND PERSONNEL FROM TEACHER-TRAINING INSTITUTIONS.

STANDARD 12 THE SCHOOL ADMINISTRATOR SHOULD PROVIDE TIME TO INSURE THE ACHIEVEMENT OF THE READING PROGRAM OBJECTIVES WITHIN THE INSTRUCTIONAL SCHEDULE.

STANDARD 13 THE SCHOOL STAFF SHOULD DETERMINE THE ORGANIZATIONAL PATTERNS IN THE TOTAL SCHOOL ENVIRONMENT BASED UPON THE INSTRUCTIONAL NEEDS OF THE STUDENT POPULATION AS DEFINED IN STANDARD 4.

STANDARD 24 THE PHYSICAL ARRANGEMENT OF THE SCHOOL BUILDING SHOULD FACILITATE THE IMPLEMENTATION OF THE READING PROGRAM BY PROVIDING APPROPRIATE AREAS.

STAFF DEVELOPMENT

that each school staff member accept the responsibility to participate in ongoing inservice and be fully certified in reading as appropriate for his/her position

STANDARD 6 EACH STAFF MEMBER (ADMINISTRATOR, READING SPECIALIST, READING TEACHER, AND CLASSROOM TEACHER) MUST BE CERTIFIED TO TEACH READING ACCORDING TO THE MARYLAND STATE CERTIFICATION STANDARDS.

STANDARD 8 THE SCHOOL STAFF (ADMINISTRATORS, SPECIALISTS, TEACHERS) SHOULD PARTICIPATE IN ONGOING READING INSERVICE PROGRAMS.

ARTICULATION

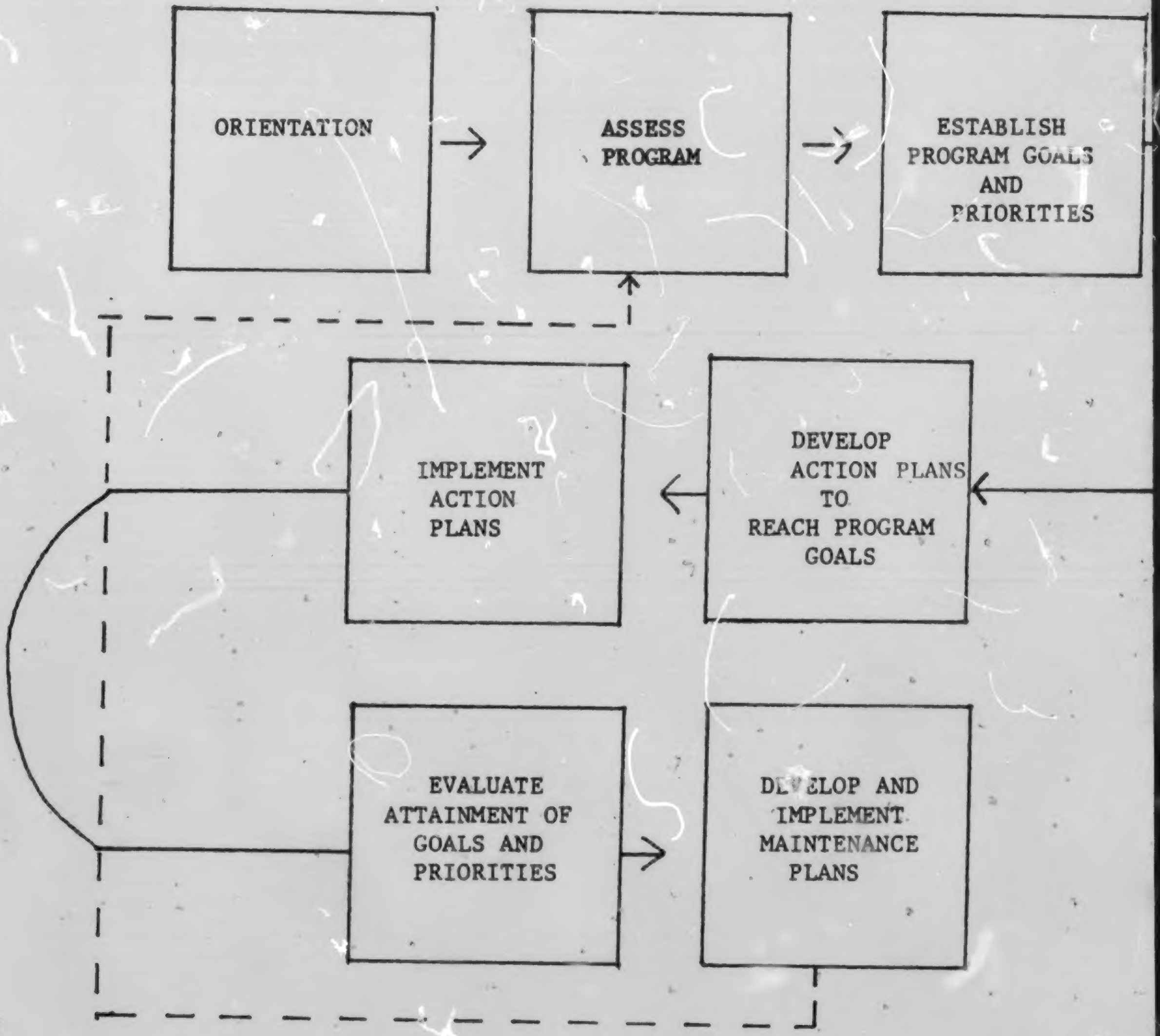
that the principal coordinate and articulate the reading program to the total school community

STANDARD 11 THE SCHOOL ADMINISTRATOR SHOULD BE RESPONSIBLE FOR THE ARTICULATION AND COORDINATION OF THE SCHOOL READING PROGRAM. THE ADMINISTRATOR MAY RECEIVE ASSISTANCE FROM A STAFF MEMBER WHO HAS SPECIAL TRAINING IN READING.

STANDARD 15 THE SCHOOL SHOULD CONDUCT AN ONGOING OUTREACH PROGRAM FOR PARENTS AND THE COMMUNITY TO PROVIDE INFORMATION ABOUT THE READING PROGRAM.

*STANDARD 3 THE READING GOALS AND OBJECTIVES MUST BE DISSEMINATED TO THE SCHOOL STAFF, STUDENTS, PARENTS, AND COMMUNITY.

FIGURE 2
A PROCESS MODEL FOR IMPROVING A
SCHOOL'S INSTRUCTIONAL PROGRAM


ORIENTATION
ASSESS PROGRAM
ESTABLISH PROGRAM GOALS AND PRIORITIES
IMPLEMENT ACTION PLANS
DEVELOP ACTION PLANS TO REACH PROGRAM GOALS
EVALUATE ATTAINMENT OF GOALS AND PRIORITIES
DEVELOP AND IMPLEMENT MAINTENANCE PLANS

role change agent, (3) staff competencies needed to implement specific Standards, (4) language and reading pedogogical procedures. As a result of these State Team efforts, the local school-based personnel (STAR Resource Teachers, and principals) were placed in a trainer of trainers role (Appendix D) to provide concentrated training for classroom teachers and other support staff having an impact on their reading program.

The success of STAR is measured in several ways. The process evaluation design as described in the Title IV-C proposal, approved by the state Board, contains most of the indicators of success. The Standards and improved student achievement as indicated by the accountability test scores are two of those indicators. The true indicator of success, however, has been the change in attitude and dedication demonstrated by Project participants toward upgrading their instructional program as the STAR Project has evolved.

PART TWO

PROJECT STAR AND THE CHANGE PROCESS

The recent past has shown a greater than ever need to change the nature and structure of the education process; the Maryland State Department of Education is in a position to initiate such change. At the time Project STAR was initiated, traditional information and research dissemination was not providing the expected outcomes. A new way was needed to give schools more effective approaches to bring about educational change. Project STAR was one of the first attempts to design and implement a change program from the state level.

As schools are living organizations, Project STAR remained viable by adjusting to different needs and environments. Project STAR needed to be a dynamic implementor of the change process; therefore, it approached change from several orientations: Intervention, Planned Change, Problem Solving, Organization Development, and Linkages.

INTERVENTION

In an intervention change, a third party with power, either assumed or real, intervenes in the situation. The most successful interventions are based on a need where one party is "hurting." "Hurting," implies that the organization is inhibiting and preventing members, either by class or as individuals, from enjoying the full benefits of their association with the organization, i.e., students not receiving an appropriate education.

Project STAR's first attempt at changing the school's reading program was the use of an intervention orientation. The State Board wanted to improve the quality of reading in selected schools. These schools were consistently performing at a lower level on the Iowa Tests of Basic Skill (ITBS) than seemed to be indicated by the state's estimate of the school's potential to perform. The original charge of the STAR Team was to improve the quality of instruction in these schools; however, assuming that to do so would improve student achievement on ITBS, there were several layers to break through before the State Team could address this primary problem. The administration of the reading program needed careful and thorough attention. Again, intervention was the orientation.

PLANNED CHANGE

As children who are labeled carry stereotyped expectations, so does a project. Projects identified as one of change, in that it will effect the workings and performance of the school, need to provide an organized approach giving security and comfort to the participants.

In Project STAR, the need for planned change prompted the development of a process model. This model allowed the participants to gain the knowledge and skills necessary to cope with changing their reading program through a series of separate and sequential steps. These steps included orientation, assessment, establishment of goals and objectives, development and implementation of action plans, reassessment, and maintenance. The process model served the schools well in that it allowed them the opportunity to blend content and process into an integrated learning experience.

To implement the process model, the State STAR Team determined skills it would most need and the appropriate skills that the participants would be using. The process model required in-depth training for both the participants and the State STAR Team. Being an interdisciplinary group gave the STAR Team an advantage in providing much of the self-training necessary.

The process model assisted the STAR Project Team or participants in "hanging their hats" on the various pegs where other change orientation could be applied. For example, the use of the organization development skills gave the schools the needed components for training their local people thus allowing the natural development of the organization to reach a level of quality instruction.

PROBLEM SOLVING

Problem solving proved to be effective in changing a school's behavior. Formal problem solving requires an active and collaborative participation for providing organizations with viable solutions. The formal orientation to problem solving required that the staff be trained in this area. This training enabled them to focus on relevant problems, while learning new skills for dealing with future problems. The use of the problem-solving techniques not only trained the schools in an effective method of attacking the problems of change, but allowed the school to complete the task of complying to state and local requests for completion of the various phases. As a school identified strategies for the implementation of the action plans, problem-solving skills gave them a procedure to identify the many variables and to hypothesize appropriate procedures. The State STAR Team provided the workshop and other types of training sessions which gave participants the opportunity to learn the skills in a real contextual medium. This is important since teachers generally dislike artificial role-play situations. Simulations which lack both adaptability and reality in the eyes of the teachers and staff are also doomed to quiet failure.

The use of simulation in inservice activities encouraged openness and removed many barriers to change. The blending of the process model and problem solving again demonstrated the need for awareness and skill for implementors of the Project. The process model served as a framework for managing change and made it possible to successfully blend change orientations throughout the Project.

Another dimension of the problem-solving approach was the active participation necessary from staff members. This participation increased motivation and assisted the school leaders in securing commitment to the Project's goals.

ORGANIZATION DEVELOPMENT

The evolution of the different change orientations within the Project was produced because of the changing variables. These variables were constantly interacting and required positive and pro-active behavior. Skills of organization development became absolutely essential to the Project. The Team was extremely fortunate to have the services of Organization Development Specialists available.

The State STAR Team recognized within the administrative structure of the schools the need for training in organization development. Schools received training in task analysis, goal setting, job analysis, role differentations, planning strategies, and other areas which would assist them in providing better use of time, space, personnel, and materials.

LINKAGES

As an orientation to change, the resource linkages provided schools with the resources to do the best job possible. Resources were classified into two areas—human and physical. The human resources provided technical assistance, consultation, training, and support. The physical resources provided the schools with materials, and financial environmental support.

SUPPORT SYSTEMS

As projects are initiated, it is imperative that they generate appropriate support systems which must demonstrate their viability by maturing to meet the needs of the changing nature of the Project. There are several concepts for ways of generating this series of support systems.

It was critical that the Maryland State Department of Education firmly establish support systems during all stages of the change process and at all levels. The leadership role the state education agency must assume for the locals is a tenuous one since much of the power is assumed. However, this does not negate the power of controlling the financing through guaranteed funds and the regulatory powers entrusted.

For simplicity, think of the change process in four stages. The initiation of a project, the implementation of a project, the maintenance of a project, and the final summative efforts of a project.

In the initiation stages of a project, the sponsor will be concerned with getting the support from the people to make it go. Consultations will be held to reach consensus of the goals, objectives, and other topics where consent is important. Expectation from the participants must be declared. This can be done from two perspectives: The first is the top-down approach; and the other is from the bottom. The top-down approach seeks commitment from the participants in descending orders through the organization. Top level administrator approves of the concepts, goals, and objectives, and direction of the projects. The next level approves of the objectives of the project and so forth on down the ladder. From the bottom up, the school administration—without the power of position to mandate changes--choses who will be responsible for implementing the project and gives their approval. The bottom up approach is rarely used since the amount of time needed and lack of control and decision-making authority by the administrators proves to be a problem.

During the implementation stage of the project, support systems need to focus on the people and resources which will provide a good foundation. These resources will be the manager's staff, direct supervisors, and auxiliary personnel, such as, parents, volunteers, and community resources, curriculum specialists, and key individuals. The segment of the educational hierarchy which affects the principals and their resources directly involved in the changes being made should be the target for establishing a support system.

During the maintenance stage, the support system emphasis switches from the upper end of the principal resources to the lower end, with the staff becoming the crucial element. Those areas in the program which will receive attention during this stage are evaluating the effectiveness of the project components in meeting identified needs, addressing areas needing additional work and commitment, and planning for expansions of established successes.

In discussing supports, the State Department of Education has emphasized role; however, schools need additional support when making changes. The project staff must be able to identify tasks and the competencies and behaviors needed to accomplish these tasks. Project STAR made novice attempts toward meeting both these support needs.

Each school was encouraged to establish a support team to identify which roles and tasks were needed in a support capability. The school solicited membership on the support team by asking persons to join in the common cause of moving the school through the necessary changes. This support team continues to function in the schools in proportion to the commitment of the local decision makers. The use of a multidisciplinary team was the kind of support chosen at the state level to support the concept of resource linkage system. The thinking was that such a team should be able to generate a smaller team of five external and two internal people that could have the capacity for impacting on the school to affect change. The final stage of a project needs a support system which consists of membership aligned to the types and kinds of evolutions which are being made.

Most projects declare "up front" the evaluation model and the assigned responsibilities. Project STAR has had an evolving evaluation; the evaluation responsibility was divided after the fact, and proper support systems were hard to establish.

SUMMARY

It is clear that any project initiated to effect change should bear the following considerations in mind:

- Desired changes will not occur if not well planned
- The kind and quality of the change must be declared at the onset
- There must be agreement or acceptance of proposed changes at all levels involved in affecting change
- Models developed to bring about change must be flexible enough to meet the needs of individual organizations and genuine enough to allow participants to work within a specific framework. For example one needs to know in what stage they are working even though each school may be in a different phase at any given time
- Evaluation should be planned simultaneously when planning the goals and objectives in order that collection of data is consistent from school to school
- Change may be approached from several vantage points
- The persons selected to bring about the change must possess skills in organization development as well as content skills. In other words there must be a balance between the two.
- Human and material resources must be made available through support systems to the local school. Having gained the necessary resources, they must be used effectively to guarantee that changes made will be lasting

PART THREE

INSERVICE

Of the many components of Project STAR, inservice, Goal 4--Developing needed competencies to improve school staff reading content and program management--was perhaps the most dynamic and time consuming. Out of the experience of Project STAR some requirements or musts have evolved. If a project is to be successful in reaching its goals, there must be:

- Staff development for the people responsible for getting the task done
- A needs assessment
- Mutual agreement on needs to be addressed between the clients to be served and the providers of service
- An effective delivery system to meet identified needs
- Equal or greater weight for the "process" used to make change than to program content

All of these requirements are met much sooner if there is strong support and agreement to purposes at all levels--state, local, and school.

ASSESSMENT

Accomplishing the mission to improve the identified schools' reading performance as measured on the Iowa Tests of Basic Skills necessitated a review of test scores in each school. There was a need to know what caused the discrepancy between the Standard Age Scores, the Reading Comprehension scores as identified on ITBS, and the Maryland Norms. Therefore, an assessment of each school's program was initiated as the first step to determine the kinds of program changes needed to improve student performance. This assessment was done using the following:

- Standards for Successful Reading Program
- Onsite visits to the school
- Interviews with principals, teachers, and children
- Classroom observations of teaching strategies being employed
- Examination of materials being used by students and teachers

While the first inclination of STAR Resource Teachers and principals was to go directly to the task of assisting instruction, the State STAR Team felt it necessary to assess the existing school program to determine strength areas and problem areas which are identified in Figure 3. In addition, there was a need to identify the resources available to the school, the characteristics common to all STAR schools, and the educational programs of the student population being served.

This detailed assessment brought everyone to the conclusion that STAR schools had to embrace the whole idea of change and become a cohesive group in order to make a quality reading program functional in the schools. Processes and procedures needed to be established for change to occur at the school in an orderly fashion. Schools had to keep moving with content while making process changes. The Team was able to accomplish both process and content through differentiated staffing. STAR Resource Teachers gave direct assistance to classroom teachers while the State Team focused on process skills to address the problems common to the STAR schools. Inservice, then, was of two types--process and content, both of which went on simultaneously.

PROCESS WORKSHOPS

Process workshops focused on how to effect and implement change. They were planned to provide for implementation of the process model, for development of skills necessary to effect change, and for effective management of school programs. These workshops were conducted in a retreat setting which allowed participants to have total access to the designers of the Project and express concerns and ideas before decisions became final. They were usually two to three day events devoted to one overall topic with subtopics included on the agenda as shown in Figure 4. Participants included principals, central office staff, STAR Resource Teachers, school-based specialists, and teachers. In addition, local school and resource personnel assigned to the schools were given inservice on each phase of the process model and/or changes in materials relating to any phase of program development. Over the three years of the Project, 18 such workshops were held.

FOCUS WORKSHOPS

Content needed by the participating school personnel was provided through "focus" workshops presented in Figure 5 and school-based inservice presented in Figure 6. Focus workshops were determined by the State

FIGURE 3
STRENGTHS AND NEEDS OF STAR SCHOOLS

1976 - 1977	1977 - 1978
Areas of Strength . Available Assessment Data . Desire To Have Quality Programs . Certified Teachers . Quantities of Materials . Variety of Supportive Programs . Evidence That Standards Had Been Met	*Areas of Strength* . Awareness of Functional Reading . Dissemination of Test Data . Staff Development . Certified Teachers . Written Referral Procedures for Special Services . Reading Team . Increase Support from Central Office Staff . Variety of Supportive Programs . Evidence That Standards Had Been Met . Variety of Materials and Procedures for Evaluation of Same . LEAs Have Established Testing Programs . Awareness of Need To Develop a Total Reading Program
Areas of Need . Experienced Principals . Improved Instructional Techniques . Increased Use of Assessment Data . Differentiation of Instruction Based on Assessed Need . Coordination Between Regular & Special Programs . Management Skills	*Areas of Need* . Content Reading and Use of Appropriate Content Material . Development of a Positive Attitude Towards Reading . Increase Use of Assessment Data --Further Analysis of MSTOI --Development of Diagnostic Assessment Plan --Development of Systematic Recordkeeping Procedure --Student Placement --Test Awareness . More Parent Involvement . Articulation of the Total Reading Program Between Elementary & Secondary Schools . Principal Involvement . Mutually Determined Inservice Topics . Clarification of Roles & Responsibilities for Resource Positions . Counseling Services . Integration of Supportive Programs into System Reading Program . Time Requirements for Return of Standardized Test Results

FIGURE 4
PROCESS WORKSHOPS

	Model	Change Process	Planning & Management
9/76		Change Agent Strategies	Group Orientation and Planning
12/76	Program Assessment and Writing Change Plans		
6/77	Standard Indicators Handbook Development Evaluate Standards and Change Plans	Change Agent Strategies -- Evaluation and Recommendation	Input into Project Design 1977-1978
9/14/77 & 9/26/77	Process Model Orientation Assessment Validation Strategies Withdrawal Process	Group Development Gaining Concensus Team Building --Communication Skills --Problem Solving --Confrontation Skills	Planning Matrix Early Childhood Education Project Adult Education Project
12/1/77 & 1/19/78	Setting Goals and Priorities Action Plan Writing Using the Standards Securing Commitment Analysis of Assessment Data		Time Management --Goal Setting --Setting Priorities --Setting Time Lines --Selecting Goal Reaching Activities
2/1/78	Action Plans -- Effective Strategies For Developing/Implementing		Hints to Help Your Principal Administer Assessment Appropriate Program --Self Concept and Learning Modalities
5/23/78 & 5/31/78	Action Plans	Role Clarification Delivery Systems Managing Change in STAR Schools	
9/7/78		The Change Process --Resistance and Acceptance --Variables Involved in Change --Roles of a Change Agent --Communication Skills --Motivation and Commitment	Planning for the Application of Change Skills
9/20/78 & 9/27/78	Evaluation - Phase VI		Evaluation of SRT's Differentiated Staffing Inservice Model Handbook
10/25/78 &	Introduction to Maintenance	Resistence to Change Overview of Monitoring --Written Monitoring --Observation Skills Application of Change Agentry Skills	Language Projects Inservice Model
12/6/78	Action Plans for Securing Commitment Maintenance Plans	Communication Strategies That Work How to Develop an Independently Functioning Reading Team	Management Timelines The Assessment Plan Volunteer Training Reading Team Process Reading Placement Materials Inventory
5/14/79 & 5/21/79		Evaluation of Goals Individual School Narratives	Perceptual Survey Analysis

FIGURE 5
FOCUS WORKSHOPS

Planning Instruction	*Coordination of Program*	*Language Development*	*Reading Pedagogical Procedures*	*Affective Domain/ Positive Attitude*	*Curriculum Management*
1/77 Assessment --Using Test Data To Plan An Effective Assessment Program --Developing Diagnostic Testing Plan --Using Test Data To Plan Program for Identified Groups Of Learners --Using Test Data To Make Pupil Program Compatible With Assessed Needs --Developing Program of Objective, Strategies, and Activities to Increase Students Skill In Taking Test 2/77 Goals and Objectives --Writing Goals and Objectives --Using Objectives to Plan Instruction	3/77 Coordination/Screening Committee --Establishment of Reading Team To Define, Assess and Coordinate the Reading Program --Identify Purposes, Functions, Membership and Procedures For A Screening Committee --Develop a Parent Involvement Program As Part Of the Team Approach	7/10/78 Linguistic Model Psycholinguistic Model Delayed Language Development Assessment Class/ School Language Needs Implementation of Appropriate Language Program: Team Approach/Management Team Role Flexibility and Extension Goals and Objectives Action Plan Writing	2/21/78 Appropriate Program Learning Modalities Self-Concept Development 10/10/78 & 10/24/78 Content Reading Reading Textbook - SQ3R Style Finding the Right Textbook Identifying Concepts and Developing Vocabulary Developing Efficient Readers Providing Structure for Information Gathering and Thinking 10/13/78 Content Reading Directed Reading Activity Instructional Framework Development of Content Reading Lesson Plans Readability Selection of Materials	3/22/79 Overview of Links Between Self-Concept and Achievement Diagnostic and Prescriptive Approach to Developing Positive Attitudes in Reading Reading for a Problem Solving Purpose Designing Effective Teaching Strategies	10/25/78 & 11/1/78 Principal's Inservice --Description Of a Comprehensive Reading Program That Includes Both Skills and Behavior 2/6/79 & 2/14/79 Principal's Inservice --Developing A Book of Staff Instructional Behaviors Which Characterize Quality Reading Instruction --Principal's Leadership Role Regarding Supervision of Reading Instruction 5/15/79 & 5/22/79 Principal's Inservice --Developing General Guidelines and Specific Plans for Improving the Administrative and Supervision of Reading Instruction --Action Plan Writing "Change In Your Schools- How to Make It Happen" - Open Ended Discussion

FIGURE 5 (continued)

Planning Instruction	*Coordination of Program*	*Language Development*	*Reading Pedagogical Procedures*	*Affective Domain/ Positive Attitude*	*Curriculum Management*
4/77 Grouping --Develop Rationale For Grouping --Develop and Interpret Charts Aid In Total School Grouping --Describe and Illustrate Flexible Grouping --Explain Factors To Be Considered When Grouping			11/28/78 Content Reading Rationale for Reading in the Content Areas Historical Perspectives --Research --Issues --Solutions Skills Needed in Social Studies		
2/21/78 Assessment --Test Interpretation --Test Taking Skills --Population and Instructional Grouping			1/4/79 , 1/10/79 & 1/25/79 Comprehension --Assumptions Affecting Comprehension --Features of the Learner Effective Ingredients of Teaching --Teaching Comprehension --Language Experience		
			4/6/79 Educational Programs That Work --Early Prevention of School Failure --New Adventure: Success Strategies for Reading and Language --School Volunteer Development Project --Richmond (Virginia) Follow Through Resource Center		

FIGURE 6
FOLLOW-UP TO STATE INSERVICE -- STAR RESOURCE TEACHER

Follow-Up To State Inservice -- STAR Resource Teacher

Project STAR Goals

I. *Improving The Performance, Organization, And Administration of Elementary Schools Reading Programs*

II. *Promoting Interagency/Interdisciplinary Cooperation*

III. *Developing An Environment In Which Change Can Occur*

IV. *Developing Needed Competencies To Improve Reading Program Content and Management*

Workshop Participants	Reading Team/Grade Level Teams	School Staff	Parents
Topics	*Model -- Goal IV* . Maintenance . Review of Indicators for Documentation *Change Process -- Goal III* . Holding Meeting Techniques . Positive Attitude . Trainer of Trainer Model . The Team Approach . Team Building Skills . Brainstorming . Futuring . Reaching Concensus . Group Process *Planning/Management -- Goals III and IV* . Reading Team Meetings . Perceptual Survey Interpretation . Identifying Population Groups	*Standards -- Goal I* . Survey of Staff Inservice Needs . Observation of Indicators on "B" Sheet . Review of Action Plans . Standards Interpretation . Brainstorming Techniques . Maintenance . Perceptual Survey Interpretation . Reaching Concensus - Working as a Team *Assessment -- Goal IV* . Developing Management/Assessment Time-line . Class Reading Chart . Assessment *Instruction -- Goal IV* . IALAC Workshop . Using Grade Level Objectives . Developing Language Skills in Reading . Directed Reading Thinking Activity	*Standards -- Goal I* . Reading Standards and Project STAR *Assessment -- Goal IV* . Trip Around County . Workshops on 5 Areas of MSTOI . Interview Your Child *Adult Education Projects -- Goal IV* . Reading as a Pleasurable Activity . Early Childhool Development . Trip to Terrell to see "Home Recipes"

FIGURE 6 (continued)

Workshop Participants	Reading Team/Grade Level Teams	School Staff	Parents
Topics	*Planning/Management -- Goals III and IV (cont')* • Developing Attitudinal and Interest S Surveys • Constructing Parent Surveys • Assessment	*Instruction -- Goal IV* • Receptive and Expressive Oral Language • Language Development • Functional Reading Guide • Developing Attitudinal and Interest Surveys • Teacher Attitudes Toward Parent Volunteers • Formulation and Articulation of Objectives • Early Childhood Development • Appropriate Program • Language Development in Primary Grades • Levels of Questioning • The Language Approach to Reading • Content Reading • Improving Comprehension • Positive Attitude	

STAR Team using assessment procedures previously explained to and agreed to by participants. They were planned and conducted by the State STAR Team to improve reading pedagogical procedures, curriculum management, language development, planning instruction, and program coordinating. Focus workshops were conducted in central locations, usually combining LEAs in close proximity to one another or according to the subteam responsibilities. These workshops were usually one-day events held once a month. Participants included principals, STAR Resource Teachers, classroom teachers (at least one from each school), and central office staff. As a result of each focus workshop presented by the State Team, the STAR Resource Teachers were to present in total or with appropriate modification the same inservice material in their school building.

DELIVERY SYSTEM

Given only seven people and limited time to develop and implement at the state level, it was clear that an effective delivery system would be necessary to serve the school clients successfully. Several options were explored (Appendix E). A trainer of trainers model was chosen as the most viable delivery system to meet the needs of the project (Appendix D). During the three years, each content focus workshop was conducted for all STAR schools using the trainer of trainers model for delivery with shared responsibility for monitoring (Volume III, pg. 89) and follow-up between State STAR Team, STAR Resource Teachers, and principals.

The need for demonstration to deliver certain teaching strategies to participants led to the use of videotapes in several workshops with the idea of making these tapes available to the schools for use in follow-up inservice. Seven such tapes were made by the various members of the STAR Team. They were well received by participants; however, the Maryland State Department of Education did not have enough staff support to duplicate the quantity of tapes needed to loan them, and only the content reading tapes were made in duplicate. All tapes were borrowed after their use in the focus workshops.

SCHOOL-BASED INSERVICE

School-based inservice was a major responsibility of the STAR Resource Teachers. As a result of needs identified on inservice surveys, principal observation, and Reading Team meetings, STAR Resource Teachers frequently initiated workshops within the school. These were directed toward upgrading the instructional program, improving school climate, and organizing the reading program. These workshops sometimes involved members of the State Team or LEA Resource personnel as consultants or presenters. Figure 7 identifies school level technical assistance conducted by the State Team. More often, though, the STAR Resource Teachers initiated, planned, and implemented workshops independently. These workshops as shown in Figure 8 were presented to Reading Team members, school staffs, and parents. This is a key reason for the acceptance of the STAR Resource Teacher as a member and asset to each school faculty.

STAR Resource Teachers have also been requested by their LEA to share their expertise with other school staffs, reading teachers, administrators, and central office personnel. Topics for these workshops are listed in Figure 9.

PRINCIPALS' INSERVICE

All participants in Project STAR, regardless of position, needed inservice for the Project to be successful. As far as possible, the inservice needs of all participants were addressed in the overall inservice plan of the Project. However, principals decided during the second year that they wanted an inservice plan designed to enhance principal leadership in STAR schools. Principals concluded that they had a set of needs peculiar to their unique responsibility in the school. Under the direction of the administrators to whom the Project was assigned, an inservice plan was designed using input from the principals and representatives from the State Team.

Figure 10 represents the goals and objectives declared by principals for their inservice which are being met through regularly scheduled meetings with the Chief of the Basic Skills Branch in the Division of Instruction at the Maryland State Department of Education. The principals' group also initiated a statement of beliefs (Volume III, pg. xvii), the philosophical base from which they planned.

FIGURE 7
SCHOOL LEVEL TECHNICAL ASSISTANCE — STATE TEAM

Project STAR Goals

I. *Improving The Performance, Organization, And Administration of Elementary Schools Reading Programs*

II. *Promoting Interagency/Interdisciplinary Cooperation*

III. *Developing An Environment In Which Change Can Occur*

IV. *Developing Needed Competencies To Improve Reading Program Content and Management*

Workshop Participants	School Staff
Topics	*Planning/Management -- Goal I* • Writing Objectives • Using Objectives To Plan Lessons • Teacher Survey Usage *Change Process -- Goal III* • Parent Conferencing Skills • Change Agent Skills of Listening and Confronting • Group Development • Orientation to Project Goals • Types of Meetings and Roles *Instruction -- Goals II and IV* • Content Reading • Assessment • Using Literature to Teach Comprehension • Use of Inquiry as a Teaching Strategy • Teaching Comprehension • Skills Using Science/Social Studies • Use of DRA in Content Reading • Developing Unit Plans for Teaching Science • Learning Styles • Levels of Questioning • Concept Development • Role of Speech and Language Clinician • Video-Tape of Language Lessons • Severe Problem Reader • Placement • Test Taking Skills • Language and Reading • Writing • Material Selection • Vocabulary Development • Language Experience • Appropriate Program • Self-Concept and Achievement • Developing a Positive Attitude About Reading • P-Ratio (Time on Task) • Parenting Recipes of Learning • Comprehension • Diagnostic and Prescriptive Teaching • Motivational Techniques *Model/Standards -- Goal II* • Standards Interpretation • Teacher Survey Usage • Follow-Up To Maintenance Workshops • Overview of Project to Non STAR Participants

FIGURE 8
SCHOOL LEVEL TECHNICAL ASSISTANCE — STAR RESOURCE TEACHER INITIATED

Project STAR Goals

I. *Improving The Performance, Organization, And Administration of Elementary Schools Reading Programs*

II. *Promoting Interagency/Interdisciplinary Cooperation*

III. *Developing An Environment In Which Change Can Occur*

IV. *Developing Needed Competencies To Improve Reading Program Content and Management*

Workshop Participants	Reading Team	School Staff	Parents
Topics	*Model -- Goal IV* . Action Plan Writing . Revalidation Process - Overview . Maintenance Plans *Change Process -- Goal III* . Positive Attitude . Brainstorming Technique . Trainer of Trainer Model . Evaluation of Function of Reading Team *Planning/Management -- Goals I and IV* . Reading Team Meetings . Test Interpretation and Implications . Population Grouping . Instructional Grouping	*Standards -- Goal III* . Reading Standards . Slide-Tape Presentation of Reading Standards . Professional Handbook . School Philosophy and Instructional Philosophy . Dissemination: Point-of-View and School Objectives . Brainstorming Techniques . Perceptual Survey . Writing Goals and Objectives *Assessment -- Goals I and IV* . Management Assessment Plan . Levels of Testing . Placement Procedures . Test Interpretation and Implication . Population Grouping	*Standards -- Goal III* . Perceptual Survey *Assessment -- Goal IV* . Review ITBS Scores and Basal Reading Assessments *Instruction -- Goal IV* . Early Childhood Education Guide . Improving Students Reading Skills . Comprehension . The Child's First Teacher-Parents . The One-Third, Two-Third Instructional Model . Functional Reading

FIGURE 8 (continued)

Workshop Participants	Reading Team	School Staff	Parents
Topics	*Planning/Management -- Goals I and IV (cont')* . How to Use the Diagnostic Testing Plan . Analyzing and Evaluating Attitude Survey Results . Updating Reading Management Assessment Timeline . Record Keeping . Assessment . School Philosophy and Instructional Philosophy . Developing Objectives for Content Reading	*Assessment -- Goals I and IV (cont')* . Record Keeping . Instructional Grouping . Early Assessment - Phase II Procedures . Special Education Procedures, Mainstreaming, EMT *Instruction -- Goal IV* . Test Awareness . Involving Parents as Partners . Vocabulary Development . Study Skills . Spelling for SL/RD . Science Curriculum and Techniques . Working with Slow Learners: What to Do After Assessment . Reading in Today's World . Identifying and Teaching to the Different Learning Modalities . Floating Faculty Orientation . Demonstrated Use of and Making of Reading Manipulatives . Demonstrating Various Materials and Techniques to be used in Developmental Reading Program . Using School Reading Grade Level Objectives . Using the One-Third, Two-Third Instructional Model . Room Arrangement to Foster Individualization . Volunteer Training . Decoding . Learning Styles . Language Experience . Readiness . Demonstration of Directed Reading Activity . Directed Skill Model	*Adult Education Project -- Goal IV* . Adult Education . Perceptual Survey . Use of "Home Happenings" . Plan for Parent Involvement Night - Slide/Tape on Self-Esteem . Parenting Project

FIGURE 8 (continued

Workshop Participants	Reading Team	School Staff	Parents
Topics		*Instruction -- Goal IV (cont')* . Effective Questioning . School Reorganization . Adult Education . Content Reading . Comprehension . Teacher Effectiveness . Communication Disorder Sound/Slide Presentation . Planning a Directed Reading Activity *Reading Material -- Goal IV* . Explanation of Ginn 720 Reading Program . Scope and Sequence of Lippincott Readers . Ordering and Using Appropriate Reading Material . Readability of Content Books . Silver Burdett Math Program - Overview	

FIGURE 9
LEA REQUESTED INSERVICE BEYOND PROJECT SCHOOL — STAR RESOURCE TEACHER

Project STAR Goals

I. *Improving The Performance, Organization, and Administration of Elementary Schools Reading Programs*

II. *Promoting Interagency/Interdisciplinary Cooperation*

III. *Developing An Environment In Which Change Can Occur*

IV. *Developing Needed Competencies To Improve Reading Program Content and Management*

Workshop Participants	Reading Teachers	School Staffs	Principals and Central Office Staff	Parents
Topics	*Standards -- Goal I* . Procedures, Evaluation of Standards for Successful Reading *Instruction -- Goal IV* . Positive Attitude . Content Reading . Reading Placement, Teacher Judgement vs. Informal Reading Inventories *Change Process -- Goal III* . Team Building Skills	*Standards -- Goal II* . Assessment of Standards For Successful Math Program *Assessment -- Goal I* . Anne Arundel County Reading Records . Record Keeping *Instruction -- Goals I and IV* . Planning Effective Parent Conferences . Language Experience in Content Reading . Comprehension Model (B.C.P.S.) . Explanation of ECE Curriculum Guide . Newly Adopted Basals and Their Use	*Instruction -- Goal IV* . Time Management . Self-Esteem . Three Credit Course -- Meeting Standards . One Credit Course -- Content Reading . Use of Audio-Visuals . Project STAR - Slide Tape Presentation	*Parent Involvement - Goal III* . Promotional Policy . Parent Workshop . Presentation on Scott-Foreman Basics

FIGURE 9 (continued)

Workshop Participants	Reading Teachers	School Staffs	Principals and Central Office Staff	Parents
Topics		*Instruction -- Goals I and IV* - Content Reading - Use of Fine Arts in the Classroom - Motivating Students in Math - Individualization - Directed Reading - Thinking Activity - Visitation/Observation Pasadena Communicative Disorder Classes		

FIGURE 10
PROJECT STAR PRINCIPAL'S INSERVICE

GOALS:

Reading Leadership Is Enhanced When Principals Are Able To:

1. Describe the characteristics of a school reading program which contain quality reading instruction.
2. Clarify leadership roles regarding reading instruction.
3. Plan inservice activities designed to meet individual school reading needs.
4. Develop and use strategies for effectively communicating with school personnel, students, parents, and the community at large.

OBJECTIVES:

1.1 The principal will describe a comprehensive reading program that includes both skills and behaviors.

1.2 The principal will develop a book of staff instructional behaviors which characterizes quality reading instruction.

1.3 The principal will analyze two hypothetical situations and plan a faculty meeting agenda that enable the staff to determine a grouping plan for reading instruction.

2.1 The principal will examine his/her leadership role regarding supervision of reading instruction.

2.2 The principal will develop general guidelines and specific plans for improving the administration and supervision of reading instruction.

3.1 The principal will analyze strategies for assessing meaningful inservice activities.

3.2 The principal will examine different techniques for determining school reading needs.

3.3 The principal will analyze an inservice plan, and determine whether or not the inservice activities match the reading program need that was determined by the school staff.

4.1 The principal will evaluate the extent which communication styles affect decision making within a school.

4.2 The principal will become familiar with using language/reading objectives for communicating pupil reading/language growth to teachers and parents.

4.3 The principal will develop a model for disseminating information regarding the school curriculum to parents and the community.

COMMENTS

Foremost in the minds of the State STAR Team and the STAR Resource Teachers during the development and planning of inservice activities was the need to satisfy the objectives of the Project and meet the needs of the school. There is no doubt that Project participants have been heavily involved in inservice. The topics and kinds of activities have been numerous and varied. The number of participants involved in these inservice sessions were too numerous to count. The STAR Resource Teachers were surveyed in terms of what impact they felt their inservice activities have had on the improvement of the instructional program. Their comments in general were

- Teacher attitudes have changed.
- Teachers now feel a commitment to improving reading instruction.
- Students are more aware of what is expected of them.
- Inservice has provided organization and perspective to the total school operation.
- Inservice has provided a frame of reference for intended plans to operate.
- Unity has been established
- Teachers have acquired a greater knowledge of what a total reading program should encompass.
- Assessment data has been used to plan instruction

The State Team would certainly concur with all of the above. On this same survey, STAR Resource Teachers were asked which inservice presentations had the most impact on the school's reading program. The two topics identified consistently on each survey form were Content Reading and Assessment.

Inservice was such a large part of Project STAR that it is next to impossible to describe all aspects of it in the body of one segment of a report. Refer to Appendices F-K for a more thorough examination of planning and evaluation materials used for Project STAR inservice activities.

PART FOUR
PARTICIPANT REACTIONS

Many people were involved in Project STAR in one way or another: students, supervisors, principals, STAR Resource Teachers, classroom teachers, and parents. The following reports the reactions of some of these participants to selected elements of the project.

First, STAR Resource Teachers comment on successful components of the Project as they relate to Project goals, and principals, school system supervisors, and STAR Resource Teachers react to Project outcomes as related to the goals. In the second section, principals and supervisors react to the use of teacher survey. Next, School reading team members comment on program improvement efforts; and, finally, participants react to the use of conference sheets as a communication device.

The data presented in the following four sections are of the "soft" variety, meaning no objective, quantifiable data are used. However, personal reactions are important for they constitute a kind of reality for the responding individual and should not be ignored. The objective indicators of project success or nonsuccess may be found in Volume II.

SUCCESSFUL PROJECT COMPONENTS AND OUTCOMES

At the end of the Project, STAR Resource Teachers, STAR principals, and LEA contact persons were asked to complete two data gathering instruments regarding project components and outcomes. Only STAR Resource Teachers (SRTs) used the Reaction to Project Goals Worksheet (Appendix L), but STAR Resource Teachers, principals, and contact persons completed the Participant Reaction (Appendix M).

The data collected from these two worksheets have been integrated and are presented together under each of three major goal areas: Goal I, improving the reading program; Goal II, promoting interagency/interdisciplinary cooperation; and Goal III, developing an environment in which change can occur. Reactions to the fourth major goal area--developing the compentencies needed to improve a program and manage it--have been presented under the other goal areas as appropriate. Finally, participants expressed some concerns about the Project when it ended in June, 1979; these are presented at the end of this section.

GOAL 1: *(TO IMPROVE THE PERFORMANCE, ADMINISTRATION, AND ORGANIZATION OF ELEMENTARY SCHOOLS' READING PROGRAMS)*

Goal 1 of Project STAR is concerned with improving the performance, organization, and administration of the reading program. Sub-goals focus on student performance, staff performance, and the organization and administration of the reading program. Table 1 shows the breadth of Project components devoted to achieving this goal. It also shows the degree to which respondents felt these components were addressed and the degree of success.

Successful Components

STAR Resource Teachers indicated that the most successful components for improving the performance, administration, and organization of the program were

- Affective strategies that led to a more positive attitude toward reading
- Process strategies that included using the process model, paying attention to the change process, using the team approach, and using the STAR delivery system for inservice.

Affective strategies were successful because they became an administration priority. In addition, the use of certain specific strategies seemed important. They included interest and attitude surveys, specific interest activities, bulletin board displays, focus workshops (see Inservice), parent involvement, effective media, and group interaction activities.

Process strategies were successful because the State Team modeled the strategies and provided training in skills for individuals and groups. These strategies together with clarification of state and LEA guidelines. had a positive effect on the development and implementation of reading and screening teams.

Several components could have been improved.

The parenting project could have been made more successful by simplifying the procedures used to obtain funds for resources, obtaining principal commitment, providing a variety of effective evaluation strategies, and having more time for implementation. Staff performance

TABLE 1
PROJECT COMPONENTS
(Individual Reaction)
Percentage of Yes Responses

	Addressed	Successful
I. IMPROVING PERFORMANCE, ADMINISTRATION and ORGANIZATION in ELEMENTARY SCHOOLS		
A. STUDENT PERFORMANCE		
1. Reading Comprehension Scores	100	88
2. Parenting Projects	88	71
3. Language Proposals	47	47
4. Affective Strategies	100	100
5. Use of Assessment Data	100	94
6. Test Taking Skills Program	100	94
7. Correcting Instructional Groups	100	88
B. STAFF DEVELOPMENT		
1. Inservice Delivery Model		
a. Cross LEA workshops	100	94
b. Retreat workshops	100	100
c. School level workshops	100	100
2. Topics		
a. Content: Reading, language guidance	100	100
b. Process: Process model, change process, team approach, delivery systems	100	100
3. Standard 8 Indicators	94	88
4. Instruction by Objectives	100	88

Number of Respondents = 17

TABLE 1 (continued)

C. ORGANIZATION and ADMINISTRATION		
1. Process Model	88	88
2. Evaluation of Programs		
a. Use of standards and indicators	88	88
b. Teachers' survey	94	94
3. Reading Team	94	94
4. Validation Team	94	94
5. Screening Teams	88	88
6. Special Tools and Skills	82	82
7. Planning-Timelines	88	88
II. PROMOTING INTERAGENCY/INTERDISCIPLINARY COOPERATION		
A. INTER-AGENCY COOPERATION		
1. Composition of State Team Membership	82	82
2. Principals' Committee		
3. Conference Sheets	88	82
4. Cross-LEA meetings		
a. Total team	88	88
b. New Windsor	94	94
c. Local administrative meetings	53	35
5. APP Progress Reports	0	0
6. Yearly Report To Board	6	6
7. LEA Level SRT Meetings	71	65
B. INTERDISCIPLINARY COOPERATION		
1. Involvement Of State and Local Personnel In Reading, Guidance, Language, and Special Education In Support Of the Reading Program	100	100

Number of Respondents = 17

TABLE 1 (continued)

2. Provided Funds and/or Personnel to Develop and Implement Projects In Adult Education, Guidance, and Language.	88	82
3. Identified and Involve Additional Sources Of Support For the School Reading Program. (e.g., Special Education, Early Identification Early Childhood, Title I).	82	82
4. Developed Awareness Of State and Federal Guidelines.	100	100
5. Acted As Linking Agent To Information and Resources.	94	94
6. Speech and Language Clinician Role Expanded To Include General Program.	94	77
7. Reading Team Coordinated Activities With Screening Team.	100	88
III. CLIMATE FOR CHANGE		
A. CHANGE ORIENTATIONS		
1. Intervention	94	94
2. Planned Change	100	100
3. Problem Solving	94	94
4. Resource Linking	94	94
B. STRATEGIES		
1. Participation and Collaboration		
a. Decision making	94	88
b. Problem solving	88	77
c. Goal setting	100	100
d. Meeting organization	94	94
2. Planning		
a. Long term	100	100
b. Short term	100	100

Number of Respondents = 17

TABLE 1 (continued)

3. Working With Groups		
a. Process skills	100	100
b. Development	94	94
c. Consultation	94	94
4. Organization Development Processes		
a. Role differentiation and clarification	94	94
b. Change agent skills	100	94
c. Internal and external agents	94	94
d. Team membership	94	94
5. Staff Development	100	100
6. Communications	88	88
7. Monitoring	88	79

Number of Respondents = 17

could have been enhanced by providing training in the use of instructional objectives and monitoring instruction based on objectives.

Instructional groupings of students could have been refined if the following conditions existed: ongoing utilization of test data, continual assessment of students, open and full communication among staff members, increased administrative support, and full three-year participation in the project.

Specific Outcomes Related To Improving Elementary Schools' Reading Programs

Improvement in Student Performance. Principals, supervisors, and STAR Resource Teachers indicated the greatest differences in student performance at the end of the project included the following

- More individualization
- Greater student interest in reading
- Improved reading scores
- Improved attitudes toward reading
- More accurate reading placements
- Better grouping of students for instruction
- More appropriate materials and programs
- Greater awareness of importance of daily reading
- Better instruction matched with objectives
- Greater emphasis on student participation
- More volunteers working with students
- More awareness of the purpose for and objectives of a lesson
- Increased use of media center
- More varied materials in use
- Better able to cope with tests because of test-taking skills program
- Better organization of student records and assessment data
- Better diagnosis of reading problems
- Student interests and attitudes were identified

Improvement in Staff Performance. Staff performance was strengthened by the inservice delivery model used and the topics chosen for inservice (see "Inservice" Figures 4, 5, 6, 7, and 8). The participant reaction forms indicated these positive differences to school staff members.

- Greater knowledge of the reading process
- Increased diagnostic/prescriptive teaching

- Greater degree of respect for individuals
- More effective use of material and human resource
- Greater awareness and use of test data
- Greater valuing and use of goals and objectives for instruction
- Greater skill in placing students in appropriate groups and programs
- Better record keeping system
- Better understanding of individual school organization and procedures
- Awareness of need to give students a continuous and consistent program
- A spreading of Project components to secondary teachers in the school system
- More quality inservice programs
- Better awareness of a total reading program.
- Increased feelings of success
- Change in attitude from "why do we need this" to realizing its helpfulness
- Greater identification of inservice needs
- Increased process skills for staff at several levels
- Increased use of school staff for inservice planning and implementation
- Highly skilled resource teachers as a result of training in a specific process
- Increased communication and better morale
- Realize that "change can happen and group initiated change happens best."
- Better program management

Supervisors responding on the participant reaction form saw these effects on system staff or procedures

- "There has been a significant increase in awareness of what a total reading program is, how to organize, develop, and manage it."
- "We have developed a much better understanding of how to assess needs, plan as a team, conduct worthwhile inservice, communicate, interpret data, organize for grouping, place children in instructional groups, differentiate instruction, use objectives, and keep records."
- "There has been a change in how to assess needs in inservice and how to get teacher input."
- Positive attitudes have developed: toward reading, toward goal attainment, toward relationship with students and the reading program

- "Initial negative feelings of the staff in each school were difficult to overcome. A different implementation might have avoided this."

Improvements in Organization and Administration of the Reading Program. Because most of the work on this sub-goal was performed by principals, supervisors, and STAR Resource Teachers, these participants were asked to describe differences to themselves.

Personal changes for principals were stated as follows

- "Project STAR has been an eyeopener into modes of teaching. I found that the assumption that teachers would function automatically from a professional viewpoint without monitoring, help, and models was false."
- "I have improved skills for managing the reading program."
- "I feel STAR has put me four or five years ahead of the game. Many ideas I held were encouraged and put into practice. I am clear now but frustrated since the powers are in the dark."
- "I gained tremendous insight into the components of a total reading program."
- "These competencies were developed: time management, leadership skills, communication skills, and greater knowledge of necessary components to improve instruction."
- "There has been a change in attitude. At first the project was viewed as something to bear because we were placed in the project; now I feel positively—it has benefitted us particularly in inservice development."

Personal changes for LEA contact persons (for the most part these persons also served as the reading coordinator or supervisor for the system) were stated as follows

- "I learned how to become a trainer of trainers; how to manage my time; plan for change; evaluate programs and results; conduct assessment surveys, compute results, and interpret the data."
- "I have received valuable training on problem solving, planning and conducting inservice, organizing and articulating the county programs; and implementing the reading Standards."

The greatest changes in performance seemed to occur to STAR Resource Teachers. These were expressed as follows

- "The changes were positive in that so much learning occurred relating to organization and reading."
- "I became aware of the inadequacies of the teaching staff and the lack of leadership abilities in administrations on a county-wide basis.
- "I gained much practical information from the focus workshops.

- "I have increased my knowledge of a total reading curriculum."
- "It has been a pleasure to work with the State Team and the other STAR Resource Teachers."
- "STAR gave me great inservice."
- "I have learned to be better organized and put into priority what needs to be done. I have also learned to be fast on my feet and stand by my beliefs."
- "I have gained improved strategies for conducting inservice."
- "I have grown in professional knowledge."
- "I have learned it is necessary to work through the principal to achieve goals."
- "I can now cope with negative feelings from staff or administration."
- "I have learned that teacher's needs must be served; often their needs are not what I perceive them to be."
- "I have learned when to lead, when to follow, and when to intervene."
- "I have learned how to deal with a multitude of personalities."
- "I have a greater awareness of people (their behaviors, feelings, etc.); skills needed to work with groups; and techniques I can use in any situation I am in."
- "I discovered I could write."
- "I've become better organized."
- "I've realized my own administrative, supervisory, and organizational ability."
- "I have become much much more knowledgeable, and I can't decide if it is a positive state."
- "I have made tremendous personal growth; it has been a constant challenge and a genuine learning experience...a major highlight of my professional career."
- "I have broadened my technical horizons; the Project provided academic interaction with professional peers; I used my leadership abilities."

GOAL 2: *(TO PROMOTE INTER AGENCY/INTERDISCIPLINARY COOPERATION)*

Goal 2 of Project STAR is concerned with promoting cooperation among and within the school, the school system, and the State Department of Education as education agencies and among the disciplines of reading guidance and speech and language. Thus, three sub-goals emerge as relevant to this goal: interagency cooperation, intra-agency cooperation, and interdisciplinary cooperation.

Interagency Cooperation. Principals, supervisors, and STAR Resource Teachers saw these differences to school staffs

1. STAR became the "rallying point" to pull the faculty together; it gave us an opportunity to take a closer look at ourselves.
2. STAR gave system administrators food for thought.
3. Direct Resource help was made available from the State to 1) meet state Standards; 2) improve knowledge and coordination of state, county, and school goals and objectives; 3) focus on specific school needs; 4) provide inservice workshops for staffs; and 5) act as a liaisons between state, system, and regional or area personnel.
4. Staffs understand the importance of 1) various mandates and how they relate to the total program; 2) interdisciplinary cooperation; and 3) the inability to change programs due to federal program mandates or constraints.
5. The school system has become more active in meeting individual school needs.
6. The school system recognizes the needs of outlying schools, and certain information is now available through data gathered in Project STAR.
7. Involvement from LEA and region in school efforts increased.
8. Articulation between staff and administrator and the regions increased.
9. More consistent inservice was held because of the STAR Resource Teachers presentations.

Intra-Agency Cooperation. These positive outcomes were noted by participants:

1. Greater articulation and communication can be seen.
2. Staffs are more together in their thinking.
3. The system has gotten its act together.
4. Regional specialists want to be involved in the school reading program.
5. Cooperation has developed between school reading team and staff.
6. The staff feels good about their program and can articulate the procedures of the school-wide program.
7. The staff realizes that one cannot teach in a vacuum.
8. The staff worked together to understand and document the reading program.
9. There was a greater interchange of ideas between the Reading Team and the staff.
10. The total staff was involved in planning and the selection of reading materials.

11. The school system saw the need for county-wide decisions, e.g., population group definitions and criteria, scope and sequence of instructional objectives, and a system point-of-view, or philosophy, about reading.
12. Communication improved upward and downward.
13. Staff interactions increased through the writing of school points of view and the review of materials.
14. Coordination of support services within the schools improved, e.g., among reading lab, remedial reading, Title I, classroom.
15. Better working and social group relationships developed; partnerships were formed.
16. Interdepartmental understanding and cooperation developed for the building of a school program.

Some negative outcomes also occured. The following were cited by individual participants as they evaluated the effects on school staffs:

1. The school system doesn't understand the STAR Process.
2. Internal problems developed as a result of changes in leadership.

Interdisciplinary Cooperation. The participants indicated that success in this sub-goal area was most evident through 1) the consultant services provided from the State STAR Team; 2) the consultant, demonstrator, and organizer activities of the STAR Resource Teacher as an on-site resource; and 3) the background, knowledge, and creativity of the State STAR Team and STAR Resource Teachers. Other positive outcomes were also mentioned:

1. State adult education or parenting project funds helped (a) establish volunteer training, (b) buy materials for a parent lending library, (c) involve community and parents in the reading programs, and (d) publish a parenting/early childhood booklet.
2. The reading teacher's role changed.
3. Schools received in-school assistance on a daily basis.
4. Available resources were identified and used to assist in strengthening the program.
5. Reading Teams became operational and often functioned in cooperation with established screening teams; the Reading Team worked on total school program development and management while the screening team (sometimes called Admissions, Review and Dismissal Committee or the School Instructional Team) focused on individual student needs.

Two negative effects were noted. First, some participants found senior teachers unwilling to assume a leadership role concerning the Standards. And second, sometimes administrative support was not in evidence.

GOAL 3: *(TO DEVELOP AN ENVIRONMENT IN WHICH CHANGE CAN OCCUR)*

Goal 3 of Project STAR focuses on developing the kind of environment in which positive changes can occur. Participants addressed three sub-goals related to establishing such an environment. The first sub-goal involved using a process model to facilitate the stages of change. The second sub-goal required securing commitment to the Project and the changes desired by school staffs. The third sub-goal involved monitoring, implementation of the process model, special projects, and inservice.

Successful Components

The most successful strategies in Goal 3 were those associated with these components: 1) planned change, 2) long-term and short-term planning, 3) goal setting, 4) working with groups, 5) organization development, and 6) staff development.

In addition, many other strategies were successful, meaning at least 90 percent of the reactors felt they succeeded with them (see Table 4).

Several factors were associated with these successes. First, participants indicated planned change was facilitated by using the process model components and having clear guidelines and opportunities for staff interaction. Second, goal setting was made effective by setting priorities based on real needs, by obtaining faculty commitment to the changes, and by the State Team modeling strategies. Third, planning was facilitated by the application of process skills, the use of needs assessment strategies, the use of tools such as "milestone" charts, and the involvement of school staffs and Reading Teams in the change process. Fourth, identification of needs followed by pertinant inservice presentations, monitoring, and LEA support contributed to effective staff development.

The least successful components of Goal 3 were those strategies related to problem solving, decision making, communication, and monitoring. Participants indicated these could be made more successful if these factors were considered: the allotment of time needed to develop and use the required skills, the development of a record-keeping system for monitoring, and an extension of the background information required to be successful in these areas.

Specific Outcomes Related to Developing An Environment for Change

The specific differences reported by participants as achieved for

Goal 3 fall into only two of the three sub-goals: facilitating change and securing commitment to change. These differences are provided below:

Using a Process Model To Facilitate Change. Participants indicate that use of a process model resulted in several differences:

1. The model provided a comprehensive and detailed plan for implementing standards.
2. The total school community has been exposed to a goal-oriented process.
3. The model can be used for organizing, improving, and coordinating the total program.
4. It increases awareness of what is involved in designing a total school reading program.
5. It provides a practical process for getting things done.
6. It provides a management plan for success.
7. The documentation phase proved to staff the need for an assessment plan.
8. Understanding and using the process model resulted in an improved sense of accomplishment, a feeling of pride in school and self.

Securing Commitment. Many outcomes in this area were repeated in other goals areas. The following are those not mentioned elsewhere:

1. There is better staff morale and communication.
2. There is a more positive working relationship among parents, members of the school staff, and administration.
3. STAR provided the staff the opportunity to develop collectively strategies and techniques to improve the school reading program.
4. There were greater interactions between staff members as a result of working on tasks together.
5. The staff has a better understanding of group process and the skills involved.
6. As a STAR Resource Teacher, I now realize that the administration sets the climate.
7. We learned specific techniques such as brainstorming, fishbowling, force field analysis.
8. I have seen how influential the senior teacher(s) can be in curriculum matters.
9. The Reading Team and screening committee are functioning.
10. The school Reading Teams are quite knowledgeable about the school and system's reading program.

Program Assessment—Year One

It is generally agreed that evaluation exists to gather information for decision making. But before deciding on an evaluation procedure it is necessary to determine the relevant goal areas for a school's program improvement effort. In the first year of Project STAR the goal areas were limited to those provided by the Standards for Successful Reading Programs. In retrospect, this was a very narrow focus, limited only to discrepancies between policy (Standards) and practice. Fox, et al., (1973) list at least nine other goal sources for an organization. They include

1. Those persons being served, e.g., students, teachers, community
2. Significant others, e.g., central office supervisors or school board members
3. Successful experiences of others, e.g., USOE-validated reading programs
4. Current problems--subjective or objective
5. Predictions about the future, e.g., enrollment or curriculum changes
6. The school's image of potentiality, i.e., what's the best we can do, offer, or be
7. National leadership, e.g., federal programs or professional association leaders
8. A consultant who stimulates by projecting some images
9. Research or other data gatherings

Limitations of the Standards Approach

Several problems related to using the Standards appeared the first year. The first problem encountered was the use of questions in the Standards booklet. Because the questions were summative and nonqualitative in nature, participants felt they provided little direction for self-examination, diagnosis, or impetus for change. Moreover, ambiguity allowed much difference of opinion as to whether a Standard was ever "truly" met. And so, because so few qualitative indicators were included in the criteria, local efforts became a quantity evaluation of how many standards, or criteria, were met.

Another problem emerged as local representatives asked for clarification, interpretation, and support in diagnosing the program content and processes. Furthermore, managing the assessment data became overwhelming as staffs tried to wrestle with interpreting the data and forming "change" plans.

During the validation sessions, Project staff found there were ambiguities, discrepancies, and incongruities between what existed on paper about the program, what people wanted to do, and what was actually happening in the administrative offices and classrooms. Often staff were unaware these differences existed and unaware that resolving the differences might be important.

The Search for Solutions

As the first year ended, the entire team--state and local resource specialists--was concerned with overcoming the limitations of the "Standards" approach to assessing and improving school programs. Specific areas of inquiry include

1. Finding ways to improve the quality of a staff's self-examination
2. Determining other approaches to evaluation
3. Finding ways to diagnose a program
4. Developing criteria for determining success of the change effort
5. Determining ways to avoid goal distortion, i.e., avoid focusing on meeting standards when the real goals were program improvement and increased student achievement
6. Finding ways to involve representatives from all sectors of the educational community in the assessment process

Program Assessment—Year Two

The assessment instruments used in Phase II of the second year included the original 28 criteria (Standards). Solutions to the Standards dilemma included gaining broad-based input into defining the Standards by means of program indicators and providing moderate flexibility in deciding which indicators might be required locally, or indeed, whether indicators needed to be added, deleted, or modified. In addition, schools had the option of adding Standards.

To some degree, concerns about quality and consideration of instruction were alleviated with the change in format to indicators. Indicators were written as statements regarding the existence of certain written evidence, and attitudinal evidence. Thus, it was not enough to be shown a set of instructional goals and objectives in a curriculum guide, but some determination would be made regarding whether the guide was being used and whether staff members felt the goals and objectives were important. Participants in the first year of the Project assisted in the development of these statements which define what a successful program would look like.

Participants felt the indicators would give more direction to a school's self-study and would also improve the study's quality. Moreover, once the skills of diagnosis were learned, the use of indicators might lead to continous self-study by school staffs when the project ended.

Relationship Of The Survey To Other Instruments

The collection of program assessment data was divided into three categories: written evidence, behavioral evidence, and attitudinal evidence. The written and behavioral evidence became known as Assessments Parts A and B and were required for validation of a Standard by the Validation Team. Part C of the assessment package was composed of the attitudinal evidence--statements about the program which were turned into a survey instrument.

These attidudinal data were not part of the validation process, but were part of the diagnostic and planning process. (See Volume III, Project STAR Handbook for the survey instrument, specific evidence requested, and the program assessment process.)

Fifty-two items on the survey are directly comparable to the evidence on Parts A and B. A comparison of these 52 items was used as one measure of congruity or incongruity, i.e., did staff members view the program in the same way the validating team did? In addition, teachers identified discrepancies between what they felt was important and how it was operating within their school at the time of evaluation. An index computed from these two measures--ideal and actual—indicated not only the degree of congruence or incongruence, but how critical that item was, i.e., whether it should have received high priority in making program changes.

Expected Outcomes Of Using Survey Data

Survey feedback procedures have been used by behavioral scientists to diagnose the status of an organization and determine the direction for needed changes. Bowers and Franklin (1972) state "...a successful change effort begins with a rigorous measurement of the way in which the organization is presently functioning. These measurements provide the material for a diagnosis and the diagnosis forms the basis for the design of a program of change activities." Unfortunately, many managers--including school principals--often act on symptoms without diagnosing causes or identifying the real problem (Schein, 1969). For example, test scores, often viewed as the problem, may actually be symptomatic of a more serious problem, i.e., low expectations by teachers and administrators of what students can achieve.

Pritchett (1975) suggests that an employee survey as part of the internal diagnosis in an intervention can set the stage for participants to engage in joint problem solving and action planning. "...Surveys characteristically develop a participative spirit among employees and produce an expectancy of change." Bowers and Franklin (1972, pp. 47-49) suggest that this motivation comes from research in perception where a difference between perceptions has been found motivating. "The power source in the survey feedback is the discrepancy provided between what is and what is preferred; this provides motivation (energy) to undertake change activities."

Pritchett suggests that in addition to serving as a diagnostic instrument, an attitude survey can be used to attain six major goal areas:

1. To improve the upward flow of communication by allowing employees to ventilate feelings, submit ideas, complain, and reduce feelings of alienation.
2. To improve downward communication by allowing upper management to build rapport and gain credibility by responding to employee needs during feedback sessions.
3. To boost morale by involving workers, increasing workers' feelings of control over their job destiny and increasing hope that situations will change.
4. To increase productivity and profitability through improvements in the work environments as a result of the survey.
5. To motivate management by providing accurate insights into which items should be considered top priority problems.
6. To educate by identifying training needs. (1975, pp. 203-04).

The survey used in Project STAR performed three important functions. First, it provided information which could be used in combination with other data to diagnose a school's reading program and set goals for program improvement. This was achieved by providing information on the ideal status, actual status, and need level of certain program indicators. Second, because it was administered twice, it was used as a measure of program change over the duration of a school's participation in Project STAR. Third, it increased involvement by allowing each staff member to participate in the assessment.

Actual Outcomes Of Using Survey Data

Descriptive information concerning the administration and use of the survey is included in the Project Handbook. Statistical data for the survey results in 1977 and 1979 are provided in Volume II of the Project Evaluation Report. Participants' reactions to using the survey follow in this report. The questionnaire used to gather participant reaction is found in Appendix N.

Principals and reading supervisors (n=35+5) participating in both administrations of the survey were asked to respond to this project component. Unfortunately, only 12 replies (30%) were received in time to include in this report. Their responses are summarized below.

Use Of The Data

All 12 respondents presented the survey results to system or school staff members in 1979, whereas only five had done so in 1977. Eleven used the data with the entire school staff; seven used the data with the Reading Team; three used the data with other administrators; four shared the data with supervisors; and one shared the information with the incoming principal.

The 12 respondents used the data with these groups in order to set priorities for new action plans (n=10), to compare pretest and posttest results (n=11), to find incongruencies between the program assessment parts A, B, and C (n=7), and to plan staff inservice (n=9). Six found the survey data to be extremely valuable; four found it to be valuable; one said it was nice to have; and one did not respond.

Analysis Of The Data

Various procedures were used to analyze the data and present it to staff members. No one pattern emerged. The procedures included:

1. Analysis by the principal or STAR Resource Teacher
2. Identification of factors (items) exceeding the critical need point
3. Comparison of pretest and posttest results to see where the staff perceived changes had occurred
4. Provision of opportunities for dialogue concerning the teachers' interpretation of items
5. Preparation of graphs, charts, and transparencies for use in analyzing the data with the total staff
6. Sharing the results by means of faculty bulletin, reading team meetings, or total staff meetings

Priorities Set With The Data

The priorities set by the responding schools reveal both the differences and the commonalities among them. Some replies were focused at the standard level and others at the more inclusive cluster level. No one responded that a single survey item or indicator was chosen as a priority. Many respondents in 1977 were most concerned with the use of assessment data. In 1979, the emphasis shifted to developing a program, providing appropriate programs, and managing the program, although these were also important in 1977. Other concerns also remained as priorities over the two years: Standard 17, *The development of programs for content reading*, Standard 19, *A positive attitude toward reading*, Standard 8, *The involvement of teachers in planning and/or presenting staff inservice*, and Standard 4, *Placing students in appropriate instructional groups*.

Discussion

Using a teacher survey to diagnose which reading program areas need attention would appear to be a useful tool. However, some cautions are in order. The survey works best as one piece of the assessment procedure. Furthermore, the results should be made available to respondents as quickly as possible. The 1979 administration results were delayed because of reliance on computerized scoring, and this postponement severely hampered many persons in making plans for using the data before the end of the school year. An additional concern relates to the feeding back and interpretation of results. Real openness is required on the part of the principal as the data is fed back to the school staff. There must be a chance for free interchange because items chosen as priorities by a staff may represent misunderstanding or ignorance of certain constraints or existing efforts. On the other hand, priorities may exist as clashes between school and system priorities. This situation requires the use of strategies capable of consolidating and integrating goals from various school sectors.

There are other cautions which are appropriate to analyzing pretest and post-test results. A positive or negative change in need may occur as a result of a real difference, a difference due to the respondent recalibrating the scale used on the survey, a difference due to a better understanding of the terms used on the survey items, or a difference due to stronger or lesser feelings of the importance of an item while the current level of an item remains unchanged.

The above discussion does not mean a survey such as the one used in Project STAR is too complicated to be of benefit. It only underscores the necessity for full and open communication when the results are discussed. Further, it requires inservice in the analysis, interpretation, and use of such data.

REACTION BY THE SCHOOL READING TEAM TO PROGRAM IMPROVEMENT EFFORTS

A survey sheet containing four questions was provided to each STAR school at the time of the final validation visits. The STAR Resource Teacher, supported by the school reading team, answered the following questions:

1. What enabled you to get the results that you got?
2. Waht Cluster/Standard had the greatest impact on your reading program?
3. What procedures do you view as the most successful of the ones you tried?
4. What procedures or results from the project do you hope to maintain in the school next year?

What Enabled Schools To Get Results?

The three chief enablers cited by the participants were:

1. A cooperative attitude by the teachers for undertaking assignments related to the Project
2. A trained and knowledgeable resource person--the STAR Resource Teacher--working closely with the school staff
3. The establishment of reading teams that met regularly and willingly

Other enablers cited less frequently but seen as significant were open communication among school, system, and state project members; good management techniques employed by STAR Resource Teachers; administrative support for the project; regional and county support for the project; good long-term planning as a result of better analyses of assessment data; frequent reevaluation of approaches being tried; successful parent projects; effective state personnel as resources; guidelines for project phases as described in the Project manual; and additional system resources, such as, a floating faculty and/or parent volunteers' services.

The varied responses to the first question suggests that many factors constituted success for the STAR schools and that the critical mass of "success" traits is the cumulative effect of several factors taking place at the same time. A common thread among the success factors was the human element. The cooperative attitude of teachers, the knowledge of the resource person, the support from higher administrative levels, parent enthusiasm, and principal participation on the reading teams all helped to make the Project work well. The handbooks, the record-keeping forms, the test analysis, and the proper placement of students in reading groups were all essential ingredients but were overshadowed by the human element of people helping people.

What Cluster Had The Greatest Impact?

Assessment was the Cluster having the biggest impact on the school's reading program. Schools reported by an overwhelming majority that their reading improvement was attributable to better analysis of their achievement test results and to better means of recording the results to form analyses.

The Cluster of appropriate programs, which included Standard 4 on identification of population and instructional groups, was second on the list of responses for impact on the reading program. Other Clusters mentioned at least once by respondents as having major impact were goals and objectives and program management.

The schools' evaluations of the Project suggest that proper assessment and analysis of assessment must precede other essential phases of a well-developed reading program. The evaluations also indicate that STAR schools used their assessment data to help identify different populations of readers in the school and then to place those readers in appropriate instructional levels.

What Procedures Were Most Successful?

The respondents provided an extensive list of procedures that were successful. The large number of "techniques that worked" again suggests that schools experienced success through an accumulation of many good ideas rather than one outstanding idea that served as a common denominator for all STAR schools. Listed below are the procedures which worked well in STAR schools. No attempt is made to list them in any order of efficacy:

- Staff-organized inservices based on instructional needs
- A school handbook
- Group process skills used with the school faculty
- Setting agendas and providing evaluations for workshops

- Management techniques for tasks that must be completed
- Inservice by grade level rather than for the whole staff
- Reading Team meeting
- Small group discussions as follow-ups to inservice presentations
- Modern brainstorming techniques
- The trainer of trainers model
- Using group memory as a technique to record ideas in a meeting
- Accessability to resource help when help is needed
- Better use of test data
- Record-keeping devices such as scattergrams, key tag charts and assessment inventories
- Inventorying interests of students
- Parent support through project participation
- Articulation grade to grade, school to school, and home to school
- Staff development
- Identification of population groups

What Procedures Will You Maintain?

The successful procedures were often cited as ones that the schools could maintain in the coming year. The STAR school staffs, for the most part, feel pleased with their reading accomplishments and want to see them continued. If any portion of the following 22 procedures do remain in operation next year, there would seem to be a high likelihood of success in reading for the schools. The list does not convey an order of importance, rather an independent listing of procedures that schools will continue to put into practice.

- A comprehensive faculty handbook listing the schools' reading point-of-view, levels of tests, resource help and components of a balanced reading program
- Teacher designed inservice programs
- Reading teams
- Thorough analysis of assessment
- Monitoring successful instructional practices
- Integrating content reading objectives with the rest of the reading program
- Further identify population groups and instructional groups within the total student population

- Survey students for positive attitudes toward reading
- Articulation between school and home
- Maintain management timelines to stay on target for completion dates
- Employ a team approach in resolving problems in the reading program
- Maintain parent support projects
- Continue to institute long-term planning
- Maintain inventories of new and existing materials that are coded to population or instructional groups

The responses to the four questions on the evaluation page gives an on-site account of successful practices. This summary attempts to describe the diversity of ideas, the relative significance of the ideas in terms of frequency of being mentioned by respondents, and the set of procedures that may continue to operate in the schools in the absence of Project STAR. The outlook for STAR schools is indeed promising.

REACTION TO AND ANALYSIS OF THE USE OF THE CONFERENCE SHEETS

Analysis of Conference Sheets

The process of evaluating the effectiveness of Project STAR's communication system relates to two identified aims of the Project. The first aim addresses the effects of interagency cooperation, Goal 2, (Appendix C) and the other is Goal 4 of the Title Four C Proposal (see Appendix O). An analysis of the conference sheets, a major component in the communication system, was undertaken to shed light on the worth of this form of communication. Interest in using the conference sheet also provided a rudimentary form of monitoring the school's progress in attempting to change its instructional programs.

The procedures used in analyzing the conference sheets in terms of use and classification of visits provided documentation. An issue not covered by this assessment is the effectiveness of the conference sheets for monitoring the progress being made. The reasons for this omission is the overall positive impression the Team had regarding monitoring. Monitoring in Project STAR has become a specialized system with its own instruments which have been providing follow up to areas successfully completed. These other systems (See Volume III, "Resource Information", pgs. 89-93), for monitoring have eliminated the need for using the conference sheets as the primary monitoring instrument.

Conference sheets for each visit to the school are kept in the school's case history notebooks. A count and classification (see Table 2) was made to determine the number of times they were used and the type of visit they documented. The following classifications were established: orientations, validation, working with action plans, classroom observations, third-year initial school visits, technical assistance, and revalidation. A brief description of the above may prove to be helpful.

Orientations

The second year saw some shifts in the scope of the Project and in the procedures used for all of the participating schools. In addition, 26 new schools were brought into the Project. Orientation to Project STAR at the school level helped a school's staff initiate the Project. These meetings usually covered the scheduling of coming events and the goals and objectives of the Project. Open discussions held contributed to the establishment of a positive direction for the Project. These sessions served as a beginning to alleviating fears and misconceptions about the Project.

Validation

The validation visits were to document the degree of success and readiness each of the schools exhibited toward meeting the Maryland Standards for Successful Reading Programs. The process used to validate Standards is described in the Project Handbook. (See Phase II of the process model.) Second year schools were assessed on the basis of the reorganized and redefined standards as presented in the Handbook's Resource Information section.

Classroom Observations

There were several times when direct observation in the classroom provided information which was helpful in assisting school staffs to make changes in their instructional programs. These sessions offered suggestions for improvement and commendations for good performance.

Third Year Initial Visits

In the beginning of the third year, the State Team visited each school to determine the success it was having in implementing its action plans and to assist in getting off to a good start for the third year.

TABLE 2
ANALYSIS OF CONFERENCE SHEETS

SCHOOL'S NAME	ORIENTATION	VALIDATION	CLASSROOM OBSERVATION	WRITE AND REVIEW ACTION PLAN	TECHNICAL ASSISTANCE	SECOND & THIRD YEAR INITIAL VISITS	REVALIDATION	TOTAL # CONFERE SHEET
ANNE ARUNDEL								
1. Ferndale	1	1	2	1	4	1	1	11
2. North Glen	2	1	1	1	4	1	1	11
3. Ridgeway	1	1	2	2	3	1	2	12
4. Severn	1	1	1	1	2	1		7
BALTIMORE CITY								
1. Bernard Harris	1	2	1	1	3	1	1	10
2. Curtis Bay #207	1	2	2	1	3	1	1	11
3. Gilmor #107	1	2	1	1	3	1	1	10
4. Harriet Tubman	1	1	2	1	2	1	1	9
5. Highlandtown #237	1	1	2	1	1	1	1	8
6. Liberty #64	1	2	1	1	3	1	1	10
7. Monroe #48	1	2	1	1	4	1	1	11
8. Montebello	1	1	1	1	3	1	1	9
9. Robert Coleman	1	1	1	1	4	1	1	10

TABLE 2 (continued)

SCHOOL'S NAME	ORIENTATION	VALIDATION	CLASSROOM OBSERVATION	WRITE AND REVIEW ACTION PLAN	TECHNICAL ASSISTANCE	SECOND & THIRD YEAR INITIAL VISITS	REVALIDATION	TOTAL # CONFEREN SHEETS
BALTIMORE CITY (cont)								
10. Rutland #149	1	1	2	1	3	1	1	10
11. Tench Tilghman #13	1	2	2	2	3	1	1	12
12. Thomas Hayes #102	1	1	2	1	2	1	1	9
13. Washington #22	1	1	1	1	4	1	1	10
14. Waverly #51	1	2	1	1	5	1	1	12
15. Woodson	1	2	2	1	3	1	1	11
CALVERT								
1. Appeal	1	2	1	1	7	1	1	14
2. Central	1	1	1					3
CHARLES COUNTY								
1. Gale Bailey	1	2			1	1	1	6
2. Glasva	1	2			6		1	10
3. Mt Hope/Nanjemoy	2	3			1	1	1	8
4. Wayside	1	2			2	1	1	7

TABLE 2 (continued)

SCHOOL'S NAME	ORIENTATION	VALIDATION	CLASSROOM OBSERVATION	WRITE AND REVIEW ACTION PLAN	TECHNICAL ASSISTANCE	SECOND & THIRD YEAR INITIAL VISITS	REVALIDATION	TOTAL # O CONFERENC SHEETS
PRINCE GEORGE'S								
1. Colmar Manor	1	1			1	1	1	5
2. Dodge Park	2	2	1	1	1	1	1	9
3. Edmonston	1	1			1	1	1	5
4. Green Valley	1	2			1	1	1	6
5. Kentland	1	1			1	1	1	5
6. Sandymount	1	2			2	1	1	7
7. Silverhill	1	2			1	1	1	6
TOTALS	35	50	30	23	84	30	31	284

Technical Assistance

There is a fine line between what is considered inservice and technical assistance. However, the main distinctive features appear to be the intensity and personalization of the training experience. Many of the activities classified as technical assistance involve working with individuals and small groups, usually as a follow-up to inservice. In individual cases when assumed skills were found to be lacking, special sessions were held to provide needed help. Some of the topics included under technical assistance were working on language projects, planning for school-based inservice, assisting in the preparation of documentation, using test data, and placing students appropriately.

Writing and Reviewing Action Plans

There were several sessions scheduled on action plans. Initially, these items were categorized as technical assistance; however, because of the number of times this item appeared, it warranted a separate category. One significant interpretation of the time needed for this type of activity is that writing action plans requires the ability to plan and sequence work into logical and manageable steps. In addition to discovering the need for learning these process skills of planning and sequencing, it was found there was also a need to expand participants knowledge of the content of reading. Technical assistance from the State STAR Team had to focus on wedding the process and content.

Revalidation

These sessions focused on collecting the final documentation for the project. The validating team used the data to assess the progress schools had been able to make. The results of these documentation sessions reported the consensus of the group as to a school's level of performance in meeting Standards.

Participant Comments

An analysis of the conference sheets would not be complete without an examination of the comments made by the participants in the last New Windsor Retreat, which was spent on the evaluation of the project. The Individual Reactions to Project Components (Table 1) reported that 88 percent of the participants attending the evaluation session felt that the conference sheet was addressed (i.e., used) and that 82 percent found them to be successful. Those finding the conference sheet to be successful provided several comments, not only on why its use was successful but how its use could have been improved. Not one school had a zero response to the number of conference sheets used. Use of the conference sheet apparently does not imply awareness.

The comments for the successful attributes of the conference sheet can be reported in three areas: communication, reference, and summary. The participants felt that the conference sheets provided the school with a tangible structure for communication that facilitated communication between and among the various levels affecting the schools, i.e., school level, central office level area and regional levels, and the state level. Communication among these helped provide consistent communications to all participants.

Comments by participants concerning use of the conference sheets as a reference instrument focused on using the conference sheets for review, for reminders of the agreed upon responsibilities, and for recognition of the achievements of the school. Some of the participants felt that the conference sheets, when used as a referencing instrument, assisted them and the school staff in maintaining their orientation to the tasks and problems.

The conference sheets were also used as a summary of the meeting proceedings. As such, they provided the participants a summarized capsule of the events of the meeting and documented the needs.

The participants were willing to offer some suggestions for the improvement of the conference sheets. Two specific suggestions were 1) Personnel outside of the school could have monitored or provided a greater degree of follow-up to the suggestions made, and 2) The conference sheet could have been changed to provide greater detail. (The participant offering this last suggestion also said that this may limit its effectiveness).

PART FIVE

SCHOOL NARRATIVES

INTRODUCTION

The STAR Resource Teachers met in May 1979 for their final Project workshop to write individual school narratives briefly describing some of the activities the school participated in while a part of Project STAR. Each narrative is subdivided into three sections: Introduction, Priorities, and Conclusion. The introduction section describes the school's background, its faculty organization, its student population, and its reading program. The priority section highlights three priority goals for reading program improvement in each school. Each goal is described in terms of main activities, strategies, and major products developed and/or accomplishments attained. The conclusion section provides general comments about the school's participation and involvement with Project STAR.

STAR Resource Teachers used the school case studies (notebooks), profile sheets, and action plans, as well as their personal knowledge of the school to assist in the development of each narrative as well as to insure accuracy of the information as much as possible. Each STAR principal was mailed a draft copy of their completed narrative for reaction and input to the content before final typing. Once the narratives were completed, Table 3 was developed summarizing and ranking (first, second, and third) reading program improvement priorities impacting on STAR schools by Standard Cluster Areas (See "Project Description" Figure 1). Table 3 precedes the narratives and is included to assist the reader in identification of narratives addressing similar priority goals but with a different emphasis or perspective perhaps due to the nature and interest of the individual school.

Project STAR began September 1976 and formally ended June 1979. During this three-year period, 32 of the original 36 elementary schools in five LEAs continued to receive STAR services. Their narratives attempt to tell part of the story of STAR as briefly and precisely as possible. The narratives are organized alphabetically by local systems as follows:

Anne Arundel: Ferndale, North Glen, Ridgeway, Severn

Baltimore City: Robert Coleman, Curtis Bay, Gilmore, Dr. Bernard Harris, Thomas Hayes, Highlandtown, Liberty, James Monroe, Montebello, Rutland, Tench Tilghman, Harriet Tubman, George Washington, Waverly, Carter G. Woodson

Calvert: Appeal, Central

Charles: Gale-Bailey, Glasva, Mount Hope/Nanjemoy, Wayside

Prince George's: Colmar Manor, Dodge Park, Edmonston, Green Valley, Kentland, Sandymount, Silver Hill

These schools cohlectively represent 960 teachers and 18,410 students.

Table 3

SUMMARY OF READING PROGRAM IMPROVEMENT PRIORITIES RANKED BY IMPACT ON PROJECT STAR SCHOOLS

Standard Clusters to Priority Topics / Schools	Cluster I Goals and Objectives			Cluster II Assessment					Cluster III Program Development						Cluster IV Appropriate Program				Cluster V Program Management			Cluster VI Articulation			Cluster VII Staff Development		
	Point of View	Developing Objectives	Using Objectives	General	Assessment Plan	Using Test Data	Functional Reading	ITBS	General	Staff Awareness	Meeting Standards	Volunteer Program	Content Reading	Materials and Inventory	General	Groupings: Population & Instructional	Positive Attitude Toward Reading	Early Childhood Project	General	Reading Team	Screening Team	General	Parent Project	Community Outreach	General	Ongoing Inservice	Classroom Demonstrations
ne Arundel																											
Ferndale	1																		2							3	
North Glen		3		1					2																		
Ridgeway					1	2						3				2											
evern							1						3	2													
hady Side						2									3						1						
ltimore City																											
oleman 142		3		2							1																
Curtis Bay 207		2														3				1							
Gilmor 107		2	3													1											
Harris 250	3	3			2	2			1																		
Highlandtown 237		1				2																				3	
Hayes 102		3															1	2									
Liberty 64												2											1				3
Monroe 48											3									2			1				
Montebello 44						2				1										3							
Rutland 149		1				2								3													
Tilghman 13					1	1											2			1						3	
Tubman 138						2														3	3		1				
Washington 22																			1	3			2				
Waverly 51		2		1											3												
[illegible] 160		1		1											3								2				

Table 3 (continued)

Standard Clusters to Priority Topics / Schools	Cluster I Goals and Objectives			Cluster II Assessment					Cluster III Program Development						Cluster IV Appropriate Program				Cluster V Program Management			Cluster VI Articulation			Cluster VII Staff Development		
	Point of View	Developing Objectives	Using Objectives	General	Assessment Plan	Using Test Data	Functional Reading	TTBS	General	Staff Awareness	Meeting Standards	Volunteer Program	Content Reading	Materials and Inventory	General	Groupings: Population & Instructional	Positive Attitude Toward Reading	Early Childhood Project	General	Reading Team	Screening Team	General	Parent Project	Community Outreach	General	Ongoing Inservice	Classroom Demonstrations
Calvert																											
Appeal	1												3				2										
Central												2	3							1							
Charles																											
Gale-Bailey		1																									
Glasva		1				2														3							
Mt. Hope		3																									
Nanjemoy		3																									
Wayside		3																									
Prince George's																											
Colmar Manor						3							1											2			
Dodge Park						3														1		2					
Edmonston						2							3			1											
Green Valley						2										3				1							
Kentland					1			2						3													
Silver Hill						2										1	3										
Sandymount	1		2		3																						

Project STAR Report
Ferndale Elementary School
Anne Arundel County
1977-1979

Principal: Electa Holland *Phone* 766-6260

STAR Resource Teacher: Lynn Myers

INTRODUCTION

Ferndale Elementary School is a remodeled school with seven classroom teachers. Each teacher has three instructional groups of limited range in reading within a self-contained classroom. In addition, the children receive the services of part-time kindergarten, art, music, physical education, and instrumental music teachers. A part-time media specialist, a media aide, and a speech pathologist are also on the staff. An itinerant hearing teacher also visits the school on a regular basis. A resource room is staffed by a full-time teacher who services Levels I through IV children. They are mainstreamed into regular classrooms and in special education programs appropriate to their developmental level and educational needs. The school currently serves 195 students in a low-middle class community. The non-mobile student population is composed of 96 percent white students and is steadily decreasing.

The school administrator, who has 31 years of experience in education is ultimately responsible for the coordination of the school's reading program. Assistance is provided by the parent coordinator of the R.I.S.E. Volunteer Program, the county coordinators for reading and testing, and the specialist for voluntary services.

PRIORITIES

Ferndale entered Project STAR in the 1977-1978 school year with the current principal who has presided at the school since 1971. Little written evidence of activities from the previous year was available in September 1978 for the current STAR Resource Teacher. After documentation and validation in November 1977, needs were identified by those present at the initial validation

Six major goals were developed for the school. The three main priorities were goals one, five, and six. Even though goals two, three, and four were not targeted as being the first needs to be addressed, they were not considered less important.

The first goal was to explain to the staff, students, parents, and community the school's instructional point-of-view. The school reading team had discussed and adapted the county philosophy from which a school point-of-view was developed. This was submitted to the faculty for changes and approval.

Activities for goal one included annual dissemination of test results and goals and objectives to the parents and community at a P.T.A. meeting.

The second goal was to identify procedures for collecting, interpreting, and using formal and informal assessment data to plan the program. A diagnostic sequence which allows for adequate student assessment and identifies what instructional decisions are to be made with each level of the sequence has been formulated. This has been distributed to each faculty member. Further work on this area of the program is planned by the principal and staff during the 1979-1980 school year.

In order to gather data from which to make programmatic decisions, the staff, in October 1977, gave the Botel Word Recognition test to all children in grades one through six. The Botel Word Opposites Test was given to children in grades two through six. To assess the achievement rate growth of all students by grade, the same tests were again administered in May 1979. The Botel Tests have been used as one indicator in the placement of new children. In spring 1979, all children in grades one through five were given the Stanford Diagnostic Reading Test for the dual purposes of grouping and diagnosis of skill needs.

The third goal was to develop a school program using identified student needs, available human resources, and sound instructional strategies. The placement of students is based upon the Anne Arundel County Reading Program Model. Approaches available for the teacher to choose from include basal text, individualized reading, and the language experience approach. At Ferndale, the basal text is the main component of the reading program with supplemental materials available for use at any level. At the sixth grade level, the Baltimore Sun Papers Educational Services are used extensively to further develop functional reading skills.

An inventory of basic reading materials is done by computer for the entire county. The evaluation of new materials is completed by an evaluation committee with representatives from throughout the county. The instruction in the use of materials selected for use by an individual school is conducted at the local school level.

A major area of concern of the faculty for the past two years has been the selection of new basal reading series appropriate for the identified instructional group in the school. The county criteria for the selection and evaluation of materials has been used to examine sample texts obtained from various publishers. Using this criteria along with consideration for readability levels, a basal text to be used with the typical reading group was selected. Work is currently being done toward selection of texts to be used with the able and highly able reading groups and one to be used with the severe problem readers group. This has included visits to the school by consultants for different publishing companies.

The fourth goal was to provide each student with an appropriate program based on the assessed needs and the school's written instructional goals and objectives for each identified group. Criteria for school population groups has been identified which has been distributed to the faculty by the reading team. After all children in grades one through five are assessed this spring, a reappointment of percentages will be published. This will assist the principal in making the faculty aware of the student population so that a continuous, coordinated effort will result in an appropriate program for each student.

The reading team will continuously monitor the program during the year with input from both teachers and specialists. After grouping children at the end of the school year, teachers will match materials appropriate for each group. This will also aid in purchasing a wider variety of materials suitable for children's use.

Volunteers, including parents as well as students from the local high school, have been used extensively in the school's reading program to work with individual and small groups of children in skill reinforcement and in fostering a positive attitude toward reading.

The fifth goal was to develop a comprehensive plan for managing the reading program incorporating the use of time, organizational patterns, personnel, physical facilities, and a systematic review of the school's total reading program.

To enable the school staff to monitor the effectiveness of the instructional program, the STAR Resource Teacher, in conjunction with the reading team, developed a management assessment time line. This comprehensive plan lets students' needs influence the school's instructional program.

For the sixth goal, each school staff member was to participate in ongoing inservice and be fully certified in reading as appropriate for his/her position.

The reading coordinator, in conjunction with both the area director and the principal, identified staff inservice areas for the 1978-1979 school year based upon observed needs and teacher input. Inservice activities have been related in reading in the content areas, language experience, the use of volunteers in the school, the writing of appropriate instructional objectives, how to do diagnostic testing, and the use of test results to plan appropriate programs. The principal has followed up inservices by teacher observations to insure carry over into classroom instruction.

CONCLUSIONS

At present, a reading handbook which teachers may use as a reference is being developed. It will contain both curriculum and instructional materials which teachers may use. For example, the steps of a Directed Reading Activity, readability formulas and how to use them will be included.

The staff will continue its coordinated effort to provide each student with an appropriate program based on his/her assessed needs and the goals and objectives of the county.

Project STAR Report
North Glen Elementary School
Anne Arundel County
1977-1979

Principal: Frank Rocco *Phone:* 766-8316

STAR Resource Teacher: Pat Emory

INTRODUCTION

North Glen Elementary is a traditional school containing 21 self-contained classrooms, one conference room, and one multi-purpose room which serves as a gym and cafeteria. The student population of 290 is decreasing. There are 33 faculty members including the principal. The Title I program serves the needs of 50 children spanning kindergarten through grade three. In addition, North Glen has one modified self-contained class and three communicative disorder classes to accommodate 36 handicapped students presently enrolled, as well as a special education resource class servicing 19 learning disabled children. A change of administration and STAR Resource Teacher occurred at the onset of the second year of Project STAR.

PRIORITIES

The principal of North Glen, in conjunction with the reading coordinator, state STAR Resource team, area director, and school-based STAR Resource Teacher, identified critical needs of the reading program based on documentation and validation of total reading program. Priorities were determined by the principal and area director and presented to the staff.

The goals listed below were identified as critical, needing the focused attention of all staff members. The three major priority goals were (1) to establish procedures for collecting, interpreting, and using formal and informal assessment data for initial placement, further diagnosis, and continuous assessment of student growth; (2) to establish consistency in teaching strategies and use of materials throughout the school reading program; and (3) to establish school goals and objectives based upon county and state reading goals and identified needs of North Glen.

The first priority was to establish a procedure for collecting, interpreting, and using formal and informal assessment instruments to insure proper student placement.

The reading team examined county-wide accountability testing during several inservices involving the Anne Arundel County coordinator of testing who provided an (indepth) analysis of purposes of tests, interpretation of results, and teaching implications for North Glen. This interpretation of standardized test results, combined with an analysis of informal testing, provided the reading team with information necessary to identify school population groups and plan instructional programs accordingly.

The reading team then coordinated all formal and informal assessment instruments. A testing model was developed by the STAR Resource Teacher, Title I reading teacher, and principal. The coordinated testing instruments were on a chart which included the names of tests given at each grade level, description of decisions made from each test, date of administration, and persons responsible. The testing model also included an initial placement data sheet for students new to the school. It was decided that classroom teachers would administer the tests if a reading teacher is unavailable and that the tests, which would be approved by the reading teacher and principal, would serve as a record in the child's cumulative folder.

The testing model also included a listing of further screening instruments to diagnose specific needs and measure learning modalities as well as the use of the Metropolitan Reading Test to measure continuous growth. Appropriate record sheets were developed to summarize and chart testing results.

To implement the testing model, appropriate inservices were held involving total staff. Consultants from each basal reader being used in the school gave training in the uses and administration of basal tests. The STAR Resource Teacher held an inservice to orient and implement the testing model. This testing model served as a formal documentation of assessment procedures used at North Glen and at the same time made teachers aware of consistent measures of assessing individual growth.

The second priority was to establish consistency in the reading program. Instructional priorities, materials of instruction and teaching strategies were the major focuses. The principal presented an item analysis of the Iowa Test of Basic Skills and Functional Reading tests to the faculty. Priorities were established by the staff and instruction concentrated on areas of weakness identified by the analysis.

To develop consistency in program, it was decided that three basal series would be used school-wide. The first activity involved ordering updated reading materials appropriate to population groups. A reading inventory of all classroom materials facilitated the staff and principal in assessing material needs.

The second activity involved consultants inservicing the total staff to explain each of the three reading series selected. Teachers and the STAR Resource Teacher planned an agenda with each consultant to meet specific needs of North Glen teachers and students. Consultants were also called upon for follow-up workshops to insure successful use of each program.

Consistent teaching strategies were developed through intensive inservice training. The first activity involved a two-day workshop on Directed Reading Activities for total staff conducted by STAR Resource Teacher. Secondly, the county coordinator of reading met with the faculty to explain content reading strategies. The STAR Resource Teacher and selected teachers attended state and county reading workshops and shared successful teaching strategies with the staff. A reading handbook was developed by the STAR Resource Teacher and distributed to the staff to serve as a reference for all aspects of the reading programs.

The third priority was to establish instructional goals and objectives consistent with state and county goals.

The first activity was to make the total staff aware of both the state and county goals. County goals were explained and distributed by the STAR Resource Teacher in September. Total staff discussed and developed school goals and objectives which were distributed to faculty, parents, and students.

The second activity involved individual conferences between the principal and teachers to establish instructional goals based upon observed needs and county goals. These were monitored throughout the year by the principals formal observations.

The third activity involved teachers evaluating students success with each goal through consistent record keeping and through the utilization of

Anne Arundel reading record.

CONCLUSION

As a result of revalidation, teachers and principal reviewed progress and set goals and objectives for the following year.

North Glen Elementary has established several reading goals for the upcoming school year. Among these are a focus on content reading and implementation and evaluation of the testing model. It has also been decided that successful teaching strategies would be shared at all grade levels.

Project STAR Report
Ridgeway Elementary School
Anne Arundel County
1977-1979

Principal: Mrs. Esther White *Phone:* 569-6161

STAR Resource Teacher: Harriet Van Wyck

INTRODUCTION

Ridgeway Elementary School is a traditional school in the Anne Arundel County Public School System. The student population totals 390, with 15 classroom teachers. There are 12 self-contained classrooms, grades one through five. One full-time special education teacher serves Level IV children who are mainstreamed into the school cultural arts program. A part-time special education resource teacher provides units of study for selected children from grades one through five. There is a morning and an afternoon kindergarten with one teacher and no classroom aide. No federal program such as Title I and Emergency School Assistance are available.

A speech and language specialist gives therapy to appropriate students. A language project was in effect during the 1978-1979 school year. The speech and language specialist, the STAR Resource Teacher, and State STAR team consultants planned and implemented a special language program for selected students in grade one. A video-tape presentation was made at the end of the project. In addition, a music teacher, an art teacher, a physical education and an instrumental music teacher are available on a part-time basis. There is a full-time media specialist. For the past two years a STAR Reading Resource Teacher has been available.

County support personnel from reading, testing, and gifted and talented have been available for consultation and inservice. The director of elementary schools (Area III) has been consulted regularly concerning program needs and changes.

A member from each grade level plus the media specialists volunteered to serve on the school reading team. Meetings were held as needed during the documentation process. The reading team evaluated evidence of the school reading program, stated concerns, and wrote action plans. All reading decisions concerning goals and priorities were of total school involvement.

In October 1977, ten Standards were validated for Ridgeway Elementary School. After two years of constant reevaluation, needs assessment verification; and action plans implementation, all 28 Standards were validated. The staff, through Project STAR, is committed to on-going monitoring of the school's reading program, its successes and failures, and the desire to continue to improve the existing instructional program.

PRIORITIES

The three major priorities established by the school reading team were (1) to establish an assessment program for the total school; (2) to use test data and teacher judgement to determine the types of readers, the appropriate programs, and the instructional material for the school reading program and; (3) to train and utilize volunteers in the school program.

The first priority was to establish an assessment program for the total school. The reading team analyzed the existing test data. They invited the county reading coordinator and the county testing coordinator to work with them on test analysis and to plan an inservice session on use of test results. The STAR Resource Teacher and the reading team compiled all information on the present assessment tools used and helped the staff to determine what assessment needs were still not met. A reading chart was devised which listed student's name, grade, test data, instructional level, and possible placement. The total school suggested diagnostic test instruments to be used at each grade level for class grouping and individual placement. A management assessment timeline was written as a monthly guide for all assessment procedures in the school. A diagnostic testing plan was also written with input from the State STAR Team. This plan listed all tests given in the school, levels of testing, decisions to be made, and the time designated for administering, scoring, and charting the test results.

The STAR Resource Teacher worked as a team with each classroom teacher in administering, grading, and charting the tests.

The assessment plan devised was put into practice during the first year of the STAR project and during the second year, it has been refined and made into an ongoing assessment plan for the total school.

The second priority was to use test data and teacher judgement to determine the types of readers, the appropriate programs, and the instructional materials for the school reading program. The kindergarten teacher, the speech and language specialist, and the STAR Reading Resource Teacher compiled all test data necessary for kindergarten grouping and placement. An end-of-the year testing and grouping procedure was written for use in the kindergarten. The use of test results for modality preference was useful in determining program needs.

The reading team used Standard 4 as a guide in writing descriptions of the population groups at Ridgeway School. A form was devised in which the types of readers, description of each category of reader, and number of each group was recorded. The data provided individual classroom information as well as total school group information. The classroom teacher used the form as a guide in ordering material for each population group. A total school chart was organized to compare the instructional placement and test data information. The charts were very revealing in that in many cases the actual instructional placement of the children was much below the assessment data analysis. Much thought was then given as to why the students were placed in reading material below their ability.

Several faculty meetings with the total school staff were held to determine correct placement of students in the instructional material. Each grade level group met with the school STAR Resource Teacher and the school principal to analyze test data and placement for the next school year. Students whose placement was questionable or who appeared to have a potential reading problem were referred to the school principal for further screening. The work of the school staff in determining the types of readers within the school proved to be of tremendous benefit not only in knowing the types of readers present, but in supplying correct and appropriate materials for the instructional program.

The third priority was to train and use volunteers in the school program. Ridgeway School now has an excellent volunteer program. This past year, a loyal core of parent volunteers provided aid in the media center, worked with students in the classrooms, and spent many useful hours making learning packets for the kindergarten. Most of the volunteers attended a volunteer training program during the fall and winter months. The workshop was organized and directed by the STAR Resource Teacher with support from the school principal. Workshops for the volunteer training were also conducted by county and state reading personnel as well as by a member of the University of Maryland Reading Clinic. Funding for the training sessions was provided by an adult education project submitted to the State Department of Education by the STAR Reading Resource Teacher. These funds provided time for teachers to work along with the volunteers in planning and discussing individual student needs as well as providing money for materials and workshop speakers.

CONCLUSION

The staff of Ridgeway School has used the STAR Project during the past two years as a resource in providing valuable direction for designing and implementing a successful reading program. The staff's ability to look critically at their reading program and to seek methods which would improve the program is indeed an asset for the total school. The organization of the reading team as an on-going structure of school decision-making has added a greater dimension to the reading program. The support from the county area director, the school principal, the State STAR Team, and, most of all, the school staff has made the STAR Project successful at Ridgeway School.

Project STAR Report
Severn Elementary School
Anne Arundel County
1977-1979

Principal: Lambert Zaengle *Phone:* 569-6090

STAR Resource Teachers: Barbara Schields 1977-78
Harriet Van Wyck 1978-79

INTRODUCTION

Severn Elementary School has 11 classroom teachers (including Kindergarten teacher) for its school population of 324 students. In addition, there is one special education teacher, a part-time speech and language specialist, a STAR Reading Resource Teacher, a part-time Title I reading teacher, four Title I aides, a part-time media specialist, a part-time media aide, three part-time music teachers, one part-time art teacher, and two part-time physical education teachers. Within the self-contained classrooms, grouping for instruction is flexible. The size of the group is determined by the objective for the instructional period and the needs of the students involved.

The school administrator of Severn Elementary School is ultimately responsible for the coordination of the school's reading program. Assistance is provided by the Area III Director, Reading Coordinator, Testing Coordinator, Title I program, and specialists for volunteer training.

PRIORITIES

Twenty-four of the 28 Standards for Successful Reading Program were validated on November 30, 1977. The reading team met and established priorities for the remaining Standards. Action plans written to include these priorities are: (1) to analyze test data from the Maryland Functional Reading Test and to modify the instructional program to meet the identified needs, (2) to complete the existing inventory of all textbooks and instructional materials in the school, and (3) to provide students with an appropriate program in the content areas based upon their instructional level and the school's written instructional goals and objectives.

The first priority was to analyze the data from the Maryland Functional Reading Tests. The staff at Severn School has been aware of the need of students to acquire the basic skills necessary for life. Each grade level uses various approaches and methods in order to present vital skills necessary for basic educational success. Test results and an analysis of items from the Maryland Functional Reading Test given to Severn students now in grades seven and nine have been returned to the school. Test results have been discussed at a faculty meeting and changes have been made in programs and in instructional groupings as needed.

The STAR Resource Teacher visited the middle school and received data on the test-taking ability of the Severn students. Materials such as the Maryland Functional Reading Handbook were shared with the school staff and inservice meetings were scheduled to discuss other functional reading instructional needs.

The second priority was to complete the existing inventory of all textbooks and instructional materials in the school. A textbook inventory system is maintained for the entire county. In addition to the Anne Arundel County textbook inventory, Severn Elementary School maintains individual classroom inventories as well as a total school inventory of all instructional materials. At the present time, an inventory of all materials used in the teaching of reading in the content areas is in progress as well as an inventory of all materials used in the reading instructional program.

The third priority was the development of various methods in teaching reading in content area materials. Various approaches such as using a Directed Reading Activity, SQ3R, Modified Language Experience and rewriting of available materials were used.

Anne Arundel County has adopted a county-wide model for content reading objectives and procedures. The Superintendent of Schools for Anne Arundel County has mandated that content area subjects are to be the main vehicle for teaching reading from grades three through twelve. Severn Elementary School has incorporated into its curriculum various approaches and techniques for teaching reading in content areas.

The principal of Severn Elementary School in conjunction with the reading coordinator, area director, school-based resource teachers, and school staff identified staff inservice areas for the 1978-1979 school year based upon observed needs. A content area reading workshop was conducted by a member of the State STAR Team and by various members of the county reading department. The county area director also presented a workshop on reading in the content areas.

The principal of Severn Elementary School in conjunction with the reading coordinator, area director, school-based resource teachers, and school staff identified staff inservice areas for the 1978-1979 school year based upon observed needs. A content area reading workshop was conducted by a member of the State STAR Team and by various members of the county reading department. The county area director also presented a workshop on reading in the content areas.

At this time teaching strategies for use in grades four and five are being compiled by the STAR Resource Teacher. A master inventory of all materials including those in the content areas is now in progress. The inventory will aid the teacher in identifying content area reading materials which relate to specific reading objectives.

A STAR summer workshop was held at Severn Elementary School during August 1978. Teachers and parents worked together in planning and constructing learning activities for home and school use.

CONCLUSION

Even though Severn School had validated all but four of the 28 Standards, the school staff still requested the services of Project STAR for the 1978-1979 school year. The priorities set by the reading team and by the total staff were some of the same priorities set by the Anne Arundel County School System.

The staff, in using the services of Project STAR to help analyze their existing reading program, views the changes for the instructional program as positive for the total school.

Project STAR Report
Robert Coleman Elementary School
Baltimore City
1977-1979

Principal: Norman Gold *Phone:* 396-0764
STAR Resource Teacher: Helen Williams

INTRODUCTION

Robert Coleman Elementary School is an old, traditional three-story building with no cafeteria, gymnasium, or auditorium. The office is one room divided into sections for the secretary, senior teachers, and principal. The enrollment is presently 375. The staff has ten regular classroom teachers, five exceptional children teachers, two diagnostic-prescriptive resource teachers, one Reading Resource teacher, one senior teacher, one speech teacher, one art teacher and one music teacher on a part-time basis, and one liaison resource teacher. Robert Coleman is a Title I school and included in its support services is a doctor servicing one day bi-monthly, a nurse, and a psychologist.

PRIORITIES

After documentation and validation of the total reading program, using the indicators under the identified cluster of Standards from Maryland State Department of Education, the results were presented to the staff. Since the Reading Team had previously been established, it became the responsibility of the team to identify priorities needed to develop and maintain an effective reading program.

The three major priority goals were (1) to meet the 28 Standards as mandated by the state and system; (2) to establish procedures for collecting, interpreting, and using formal and informal assessment data to plan the instructional program; and (3) to develop goals and objectives for the local school that are commensurate with the five state goals.

The first priority was to meet the 28 Standards as identified by the state and local system. The first activity was to acquaint the staff with the indicators listed under each Standard and explain the rationale for the Cluster approach. The staff then decided on a method of gaining commitment from its members. The Reading Team was used to establish a plan to meet the Standards; the team developed a format for disseminating data and began the task at hand.

The second priority was to establish procedures for collecting, interpreting, and using formal and informal assessment data to plan the instructional program. The STAR Resource Teacher received input from the total staff as to the rationale behind the data collections. After consensus was gained as to procedure, a committee was formed from the Reading Team, with the principal acting as coordinator and disseminator.

The STAR Resource Teacher and local senior teacher completed the assessment sequence for Level I testing using the guidelines as set up by the local system. The core Reading Team then accepted the task of completing the information for Level II and the screening team the task for Level III.

Appropriate inservice was given to the staff by the principal and regional specialist. As a result, the staff is more knowledgeable of the levels of testing, kinds of test given, and how to make decisions to improve instruction based on test data.

The third priority was to develop a viable plan of action for development of goals and objectives. The components of the plan were developed and demonstrated by the STAR Resource Teacher, the Reading Resource teacher, and the senior teacher. Teachers worked together by grade level and preceding levels, sharing with upper levels to insure continuity of reading skills. The staff used many references which had been developed by the state and local system, pulling these scattered, but valuable segments together into one workable device that teachers would use. The power of the signature was used to seal further the commitment.

Inservice will be given to staff before the goals and objectives are disseminated to staff in the final form.

CONCLUSION

At the phasing out of the STAR Project, it is hoped that the data collected to manage the reading program will be housed in a format that is operational and accessible to the participating staff and to new staff members.

Project STAR Report
Curtis Bay Elementary School
Baltimore City
1976-1979

Principal: Lucille D'Onofrio *Phone:* 396-1397
STAR Resource Teacher: Suzanne Given

INTRODUCTION

Curtis Bay Elementary, a Baltimore City non-Title I public school, has a total of 450 children in 19 self-contained classrooms. Seventy-five children are in the Exceptional Program. There are 23 school-based classroom teachers including resource teachers, one senior teacher, and one administrator. An outstanding characteristic of the building is its T-shape and its extreme length. There is a separate cafeteria, auditorium, gymnasium, and a library which houses about 15,000 books. The school has been in Project STAR since the Project's inception in September 1976. At that time, the principal was newly assigned to the building.

PRIORITIES

The Project's goals and priorities based upon the school's assessment in 1976-77 and its changing needs in the next two years were as follows: (1) establishment of a school reading team; (2) development of school grade level reading objectives, and (3) grouping of children for instructional levels and by identified population groups.

The first priority required that the principal identify members for the Reading Team using the Project STAR Handbook guidelines, system guidelines, and her own judgement. Bi-monthly meetings were held and members were charged with disseminating team matters to the school staff. Some of the on-going concerns of the Reading Team established that first year were analyzing test results, recommending new materials, writing and revising grade level objectives, and reviewing the collection of reading program data.

The development of grade level reading objectives, the second priority, involved the entire staff in activities. Inservice was held to explain how school objectives were to grow out of state and system goals. Grade level teams using system curriculum guides, assessment data, and population group information wrote objectives. Reading team reviewed, revised and coded what the staff had written. This priority goal--the completion of Standard 2--took up much of the second year.

In order to identify school population groups, the third priority, it was necessary to develop a record keeping tool. The Class Reading Chart was a result and was later revised in its second year of use. Inservice was held to explain the Class Reading Chart and how information from it and the System Guidelines for Population Identification were to be used together. Teachers analyzed their data and completed identification of school population. The Reading Team analyzed the results for the building.

Grouping for instruction was strongly established at Curtis bay. All teachers gave individual reading inventories to their classes at the beginning of the year. Use of the Class Reading Chart required periodic reassessment of reading levels. The senior teacher and reading teacher reviewed reading levels in all classes, grouping children for resource where necessary. In this way, no classroom teacher had more than two reading groups, yet every child participated in his/her instructional reading group.

CONCLUSION

Through the establishment of a viable Reading Team, the enthusiastic support of the principal and the staff's cooperation and hard work, Project STAR took a tangible form—a Handbook--that makes many of the Standards annual school practices.

Project STAR Report
Gilmor Elementary School
Baltimore City
1977-1979

Principal: Carl Williams *Phone:* 396-0820

STAR Resource Teacher: Suzanne Given

INTRODUCTION

Gilmor Elementary, a Baltimore City Title I Public School, has 424 children in 14 self-contained classrooms. Many of these children receive services from four diagnostic and prescriptive teachers, one reading resource teacher, and one high intensity lab teacher. The school has been in Project STAR for two years. A change was made in the STAR resource person after the first year. The school has a separate gymnasium, cafeteria, auditorium, and library. In September 1979, approximately 200 additional students from a nearby school will permanently join the Gilmor student body. This will mean the addition of new staff as well.

PRIORITIES

By September 1978, Gilmor had worked through the first three steps of the Process Model and had validated 17 Standards. Some action plan writing was completed by the Reading Team early in the 1978 school year. The staff was brought up-to-date on the state of the Project and agreed upon the following priorities for its final year: (1) the identification of population groups, (2) the completion of grade level objectives and a dissemination plan, and (3) a workable process for using grade level objectives with all types of readers.

Staff inservice was held to begin population identification using class reading chart and the system guidelines for population identification. Individuals met with the STAR Resource Teacher to go over class data. Population groups were totaled for the building and presented to the Reading Team. The distribution of resource services was shown at the same time.

Much of the final year was spent on a plan presented to the Reading Team and then the staff to complete grade level objectives. Packets which included all of the needed state and system curriculum guides were distributed to grade level writing teams. The teams completed their writing tasks and the Reading Team revised, rewrote, and reviewed the objectives. Later, a dissemination plan was developed that described ways the Grade Level Reading Objectives were to be disseminated to parents, staff, and students.

The final edition of Gilmor's Grade Level Reading Objectives contains a process description. The Reading Team met to decide whether it would be possible to pilot the process before June 1979. The Team, however, recommended that September 1979 be the kick-off date for the Grade Level Reading Objectives. This decision was written into the school's program objectives using the Reading Team, the educational specialist, and Reading and senior teachers in leadership roles.

CONCLUSION

With the addition of new staff to Gilmor, the inclusion of the maintenance phase in the school's program objectives became an even greater necessity. In this way, the Standards and Project STAR will continue, supported by the enthusiasm of an excellent Reading Team and cooperative staff.

Project STAR Report
Dr. Bernard Harris, Sr. Elementary
Baltimore City
1977-1979

Principal: Ruth P. Brown *Phone:* 396-1452
STAR Resource Teacher: Anna Flowers

INTRODUCTION

Dr. Bernard Harris, Sr., Elementary School is a modern, bi-level, semi-open spaced, urban school located in East Baltimore, A teaching staff of 66 is housed in six quads of four self-contained rooms and two quads of open-spaced areas totaling 32 instructional areas for the regular and resource curriculi. Offices and lounges serve to facilitate areas of support services (social workers, liaison worker and home visitor). Other features include an open-spaced auditorium and media center and a fully-equipped cafeteria and gymnasium.

The student population of approximately 750 is fairly stable even though many students are Title I. A special federally-funded language arts program entitled Follow-Through is utilized in primary grades (K-3). The intermediate grades (4-6) continue in a regular basal program. Students at this level are referred to resources in reading and math. The speech teacher serves all children (K-6). A special supplementary reading program of HI-I is also used in grades three and four.

Dr. Bernard Harris Elementary has an abundance of resource services (federal and state) and reading programs. It also has a large teaching staff comprised of veteran teachers with a single school experience.

PRIORITIES

Even after orientation of Project STAR to staff and the Reading Team, there was a need to articulate and give supportive evidence that there existed a need for Project STAR. Therefore, the major goals identified below were critical to achieving the mission goals established for Project STAR.

Priority goal one was to establish a positive attitude toward Project STAR among administrators, Reading Team, and staff. The major activities included a discussion of the rationale of Project STAR and using a reorientation strategy with the Reading Team and staff. Their indifference and apathy caused the need for a conference first with the principal and assistant principal. When this failed, a State STAR Team member interceded which resulted in promised cooperation.

Proceeding with the documentation and development of priorities and action plans, the Reading Team became more aware of the documentation process. The major accomplishments were a more receptive response but still a reluctance to do the job. However, we were able to identify Cluster 5 as our focus and each team member agreed to be responsible for assigned Standards.

Upon completion and revalidation of assigned Standards, there was a change in attitude. Project STAR became non-threatening, thus, leading the way to completing the remaining Standards.

Priority goal two was to interpret and utilize test data to meet the needs of students. Thus Cluster 2 was established as out next focus. A staff survey of formal and informal tests used and an analysis of test data provided enough data to develop a Diagnostic Testing Sequence. The assistant principal and STAR Resource Teacher developed short-term and future plans for disseminating test data to staff and the development of a skills calendar.

Priority goal three was to develop a school point-of-view and identify grade level objectives for reading. Teachers and parents developed a school point-of-view. Staff development provided training in writing a point-of-view and grade level objectives. As an outgrowth of this, the written school point-of-view and grade level objectives reflect the five state goals.

CONCLUSION

Dr. Bernard Harris, Sr., Elementary experienced a change in leadership resulting in support and time without which major goals two and three would not have been possible. Hopefully, staff and Reading Team members have become more knowledgeable about the Standards and will be able to acknowledge the necessity for continued implementation and monitoring to facilitate a coordinated reading program.

Project STAR Report
Thomas G. Hayes Elementary School
Baltimore City
1976-1979

Principal: Warren Sears *Phone:* 396-9268

STAR Resource Teacher: Anna Flowers

INTRODUCTION

Thomas G. Hayes Elementary School is a traditional three-level structure located in the Johns Hopkins area of Baltimore City, with 31 classrooms, a cafeteria, auditorium, and gymnasium. Thomas G. Hayes school has two federal programs - Title I and Follow-Through. These programs encompass grades Pre-Kindergarten (3 and 4 year old) through sixth and the division of exceptional children. Its resources include two social workers, two home visitors, a home/school liaison worker, Reading Resource teacher, high intensity reading teacher, physical education teacher, art teacher, speech teacher, librarian, two senior teachers, a principal (and assistant principal); aides are assigned to all levels.

The student body of 618 pupils is predominantly black with 70-30 black to white teacher ratio. The total teaching staff consists of 33 teachers and 19 aides.

PRIORITIES

Hayes Elementary has three basic reading programs. The school priority is to coordinate the pre-school, primary, and intermediate reading programs. The primary Follow-Through program acted as a separate entity within the school, causing a lack of articulation, cooperation, and coordination between the "schools."

The three major priority goals were (1) to establish a program to create a positive attitude toward reading; (2) to implement an early childhood proposal, (3) to develop school goals and grade objectives.

The first priority was to design a program which would foster a positive attitude toward reading. Through staff development, a diagnostic program was formulated. The major products developed were reading inventories (primary and intermediate grade levels) and a sustained silent read-in conducted for a 20-minute period twice a week.

The second priority was to implement an early childhood proposal. A staff development program entitled Teacher Competency-Based Workshop was conducted to provide an intensive training period in (1) the utilization and interpretation of test data, (2) oral language development, (3) content reading, (4) one-third, two-thirds instructional model, and (5) individualization. The major accomplishments attained were effective techniques and strategies for using and planning classroom instruction from test data for oral language development and content reading. A more concrete and realistic approach for implementing the one-third, two-thirds instructional model and the process of individualization in the intermediate grades was actualized.

The third priority was to create school reading goals and grade level objectives. After a training session, the staff wrote school goals and grade level objectives. Once objectives were completed, the Reading Team critiqued, disseminated, and submitted a copy to the state. A procedure of how to write objectives was attained by staff.

CONCLUSION

Thomas G. Hayes Elementary, a first year school in the Project, was a rewarding experience. Working with one school allowed STAR Resource Teachers more time with their faculty for interaction and training in the intent and purpose of STAR. Total involvement of staff facilitated a better understanding of the Standards and the need to coordinate the reading program. Because of the understanding which precipitated from the training, better articulation and cooperation between Pre-K - intermediate staff lines of communication evolved; thus, a team approach enabled the staff to establish a viable and cohesive reading team.

A lot has been accomplished at Hayes; however, without continued monitoring and adherence to maintenance plans, the reading program will regress to its former status.

Project STAR Report
Highlandtown Elementary School
Baltimore City
1977-1979

Principal: Herman Polhein *Phone:* 396-9127

STAR Resource Teacher: Barbara Grier

INTRODUCTION

Highlandtown Elementary School #237 is a small, traditional southeast Baltimore school built in 1926 which houses 180 predominantly white, lower-middle class pupils. This Italian student population is organized for instructional purposes into six self-contained classes, one Structured Learning Environment self-contained classroom, and one Structured Learning Environment resource classroom. For two years, Highlandtown has been a part of Project STAR.

PRIORITIES

After documentation and validation of the total program, an evaluation was presented to the staff. Using the entire faculty, Cluster priorities were set, action plans were created, and implementation begun. The initial task was to set goals and objectives for the reading program. It was also necessary to assess student needs and strengths as indicated by formal test data. Staff development finally was essential so that teachers could gain needed teaching skills and techniques to address our student population.

The first priority was to develop and articulate to staff, students, parents, and community school objectives which were based in state and local educational philosophy, goals, and objectives. Specific procedures were developed in which the faculty, during a series of small group sessions of writing, reacting, and rewriting, developed a finished product--the school's grade-level goals and objectives. Once the goals and objectives were completed, teachers as well as parents were informed of their use. Teachers were encouraged to use the instructional objectives in their daily plans and in any way that was most appropriate for their students. Through classroom observations by principal and senior teachers, a monitoring checklist, and teachers' monthly activity sheets, the goals and objectives are being used by the classroom teacher to plan instruction. Long-term plans are being developed by the teachers to revise objectives for the coming year.

The second goal--to identify procedures for collecting, interpreting, and using formal and informal assessment data to plan program--was all-encompassing. Through diagnostic evaluation and analyzation of standardized and informal data, teachers were able to individualize classroom programs to most effectively address learning needs, to separate and group children according to various learning and population groups, and to teach the skills needed by various groups. As a result of our focus goal, the faculty gained more insight into the use of test results for instruction and the use of the one-third, two-third instructional model. Using their knowledge of test analysis, teachers have assisted with school reorganization where class grouping became more appropriate.

The third goal was to further staff development so that each teacher improves his/her skill in teaching. A questionnaire determined staff needs, then appropriate workshops, meetings, and demonstrations were held for the entire faculty. Evaluations used to determine the effectiveness of the workshop and to plan future workshops showed that teachers gained and strengthened techniques for teaching comprehension skills, language development, and content reading. By sharing ideas, teachers were able to grow as professionals while enabling their students to grow.

CONCLUSION

The faculty's true dedication and commitment to quality education caused the major goals to be met. Through guidance and direction from the STAR Resource Teacher, teachers were able to stimulate interest and encourage pupils. As students' point-of-view towards individual reading achievement was enhanced, and their attitudes and interests grew more positive, their reading achievement scores in most cases improved or remained constant.

Project STAR Report
Liberty Elementary School #64
Baltimore City
1977-1979

Principal: Anna Y. Smith *Phone:* 396-0571

STAR Resource Teacher: Adele A. Hennessey

INTRODUCTION

Liberty Elementary School has been located in a prefabricated building on its present site for three years pending the completion of a new school. It is a traditional school with 13 self-contained classrooms and an empty classroom used as a cafeteria. The Media Center is in reality half of a classroom shared with the only structured learning environment contained classroom. The enrollment is approximately 470. Project STAR was initiated into this non-Title I school in September 1977.

PRIORITIES

During its first year in Project STAR, the school had the 28 Standards validated under Lola Massey, the STAR Resource Teacher. The principal, reading team, and staff decided on three major priority goals: (1) to maintain the parent project (Project HELP), (2) to establish a Parent Volunteer Program, and (3) to assist the classroom teachers in meeting the needs of the children in the reading program.

The first priority was to maintain Project HELP at Liberty Elementary School. The first activity was to determine the content of each meeting, the person(s) responsible, and frequency of meetings. The workshops informed the parents of the phonetic and structural analysis skills children need to develop a word attack system, ways to develop and enhance the child's language, and effective techniques to use when questioning children about materials they read at home. A videotape of children at all grade levels expressing their positive attitudes toward reading concluded the workshop.

The second priority was to establish a parent volunteer program. At the initial Project HELP workshop, parents were asked if they would like to volunteer in a classroom reading program, choosing a grade, day(s), and time(s). Each teacher was then interviewed with the hope of matching up parents who had children in the respective teachers' rooms. The outcome was that each teacher had a parent volunteer for at least one hour per week, with most teachers having more than one parent volunteer and some teachers having more than one hour each week.

The third priority was to assist the classroom teacher in meeting the needs of the children in the reading program. Teachers were assisted in assessing the children's correct instructional reading level and materials were located for teachers to use with each of their reading groups. Then informal visits were made in the rooms during the reading instructional period to ascertain how the STAR Resource Teacher's assistance could be effective. Some teachers wanted to be reassured that they were "on the right track" and some teachers wanted assistance in teaching specific reading skills to the slower learners. Many of the STAR Resource Teachers' demonstrations and/or suggestions were used by the teachers.

CONSLUSION

As Liberty Elementary School moves out of Project STAR, it is believed that the faculty will carry forth the following ideas: (1) a systematic testing program along with teacher observation is needed to be sure that children are placed in the right instructional program and (2) parent involvement in the reading program is necessary to help children through all phases of the reading process

Project STAR Report
James Monroe Elementary School #48
Baltimore City
1977-79

Principal: William Noellert, Jr. *Phone:* 396-1350

STAR Resource Teacher: Adele A. Hennessey

INTRODUCTION

James Monroe Elementary School is a four-story traditional structure with 19 regular classroom teachers, two structured learning environment contained classes, three structured learning environment resource teachers, and a high intensity reading lab. The school has been without the services of a reading resource teacher this year and has also lost the services of a full-time speech and language clinician. Title I has been in the school for several years.

PRIORITIES

After orienting the staff to Project STAR, the following goals were identified: (1) to involve the parents in the children's reading program; (2) to form a reading team, and (3) to meet the unvalidated Standards.

The first priority was to involve the parents in the children's reading program. Approximately ten parents attended each of the Project PITCH (Parents Interested in Their Children) meetings. The scope of the workshops ranged from correct formation of upper and lower case cursive letters to activities the parents can carry on at home to increase their children's interest in reading. A Parent Lending Library was instituted and used to a greater extent this school year than last school year.

The second priority was to formulate a reading team. The team consisted of a representative from each grade level (kindergarten through grade 6), media specialist, speech and langauge clinician, reading resource teacher, high intensity reading lab teacher, a representative from the Division of Exceptional Children's teachers, senior teachers, assistant principal, and principal. Meetings were generally held on a monthly basis for approximately an hour. Because the school had fifteen Standards that needed to be met, it was decided that the Reading Team would have as its priority the job of collecting the evidence for these

Standards. Along the way, it was observed that the teachers on each level were interacting and there was some flow of information between grade levels. There are three Standards yet to be met--one of which (Standard 2) will be completed by mid-June of this year. Because, prior to Project STAR, grades kindergarten through second interreacted with one senior teacher and grades 3 through 6 interracted with the other senior teacher, the idea of a reading team was a new concept to the school. It is hoped that the reading team will continue after Project STAR is withdrawn from the school because there needs to be more awareness on the staff's part as to what goes on at the grade levels in addition to the grade they teach.

The third priority was meeting the unvalidated Standards. The reading team was informed as to which Standards were validated prior to Project STAR. Groups were established to gather data for the unmet critical Standards. Most of the groups did a satisfactory job. Many did an outstanding job. This year, action plans were developed by the reading team to meet not only the unmet critical Standards but all of the unmet Standards. The objectives established by the reading team were met. However, the cancellation of two reading team meetings altered the timeline for completion of Standard 2.

CONCLUSION

James Monroe Elementary School's participation and involvement with Project STAR during the past two years was satisfactory on the part of most of the staff members.

Project STAR Report
Montebello Elementary School
Baltimore City
1977-1979

Principal: Mary Johnson *Phone:* 396-6506
STAR Resource Teacher: Gladys Rice

INTRODUCTION

Montebello Elementary School #44 is a large urban school housed in a main building built in 1924 and a relocatable constructed ten years ago. The school has self-contained classrooms, a converted cafeteria, and a combination gymnasium/auditorium. The nearly 900 children are organized for instructional purposes into Division of Exceptional Children, early level (K-2), middle level (3-4), and upper level (5-6). The school is not a Title I school. Montebello is completing a second year of Project STAR.

PRIORITIES

After the first year in Project STAR, the staff was better able to identify and determine critical needs through a participatory process coordinated by the Reading Team and STAR Resource Teachers. These needs were based on the results of documentation and validation of the reading program as well as feedback from the teacher perceptual survey. Recognition of individual strengths and weaknesses also added to the prioritizing of major goals.

Three goals being just about equal in priority were: (1) to raise staff awareness of the need to have a process for program evaluation and improvement; (2) to gather, interpret, and use informal and formal assessment data to plan instructional programs; and (3) to use the team approach to organize and evaluate the school's instructional program.

The first major priority was to raise staff awareness of the need for a process for program evaluation and improvement. Project STAR has had a positive impact on the staff. They have realized that examining a school's total reading program is not an easy task; however, each member has learned to respect the necessity of such a process and the expertise of those coordinating the effort.

Montebello's involvement in Project STAR has afforded the staff the opportunity to empathize with others trying to raise the achievement levels of students. The use of the same evaluative instrument gave Montebello staff members an akinship to those in the other sub-division engaged in the same close scrutiny of their reading programs. Project STAR provided the vehicle.

The second major priority goal was to gather, interpret, and use informal and formal assessment data to plan instructional programs. All staff members have been given materials that will help them assess children's needs to assure proper placement. Members have become more skillful in gathering, interpreting and using informal and formal assessment data to plan their instructional programs. There is evidence of better record keeping and more effective management techniques being employed by staff members. These have resulted in better planning, execution of, and monitoring of the instructional program for students. An improvement in the achievement levels of students is beginning to be noticed.

The third major priority goal was to use a vehicle for organizing, implementing, and evaluating the school's instructional program. The reading team has become the cohesive element in Montebello's thrust to realize the importance of a balanced reading program, helping other staff members in parlaying action plans into attainable objectives and recognizable outcomes. Team meetings and inservice sessions based on focus workshops designed and implemented by the STAR Team during the past two years have been used to accomplish this.

CONCLUSION

During the first year, Project STAR was viewed most apprehensively by the staff. As the second year nears an end, that skepticism has been shed. Members have begun to recognize the merits of the Project in sharpening their own understanding of their reading program. They have become more effective assessors, planners, evaluators, monitors--teachers of reading.

Project STAR Report
Rutland Elementary School
Baltimore City
1976-1979

Principal: George Bush *Phone:* 396-9220

STAR Resource Teacher: Gladys Rice

INTRODUCTION

Rutland Elementary, a Title I school with grades pre-K through six, has an enrollment of approximately 600 students. The staff included 18 classroom teachers; two senior teachers; seven teachers in the Division of Exceptional children who instruct in the areas of reading, language, and math; a high intensity reading teacher; a reading resource teacher; a speech and language clinician; one paraprofessional per classroom for grades pre-K through four; and one manpower paraprofessional for grades five and six. Pre-K and grade one are self-contained, with team teaching for grades two through six.

Reading instruction is given for typical readers by the classroom teachers. Severe problem readers and disadvantaged readers receive instruction from the high intensity reading teacher, the reading resource teacher, and the Division of Exceptional Children's team of teachers. A group of highly abled students receive enrichment instruction from the reading teacher. Individualized reading, language experience, linguistics, and the basal reader are the basic approaches used for reading instruction. Through the efforts of Title I and the parent project funded by Project STAR, parents have become an integral part of the school's reading program.

PRIORITIES

At the completion of the first validation process, several weaknesses and needed changes were noted. The staff analyzed and critiqued the findings to establish broad-based priorities. The three major priority goals established were: (1) to write goals and objectives for the school's reading program that reflected state and Baltimore City reading goals, (2) to develop a program focusing on student needs using formal and informal test data and total staff input, and (3) to match materials with the needs and interests of students identified for specific instructional groups.

The first priority was to write goals and objectives for the school's reading program that reflected state and Baltimore City reading goals. After background information was provided, responsibilities were given to the total staff, several work sessions were held, and objectives appropriate for various types of learners were identified, and the rough draft was proofread by a designated team of staff members. The reading team established an implementation procedure correlating the use of the school's goals and objectives with system-mandated reading curriculum guidelines. This implementation procedure is part of the school's program management plan for the next school year. It is hoped that utilization of the reading goals and objectives will provide a consistent, well-balanced coordinated reading instructional program for the total school population.

The second priority was to develop a program focusing on student needs using an analysis of formal and informal test data and total staff input. Test data was analyzed, interpreted, and disseminated to the total staff. Skill needs were prioritized, and staff members designed long range plans by grade level showing group and individual skill needs to be taught during the one-third, two thirds segments of the reading instructional model. Incorporated within these plans were skills involving the mechanics of test taking. Record-keeping devices were introduced to keep track of individual skill mastery and needs and student growth throughout the school year. To provide and maintain structure for the procedure, a management assessment timeline was designed. The established plans were monitored by the senior teacher.

As a result of this procedure, instructional practices have been modified to meet group and individual needs. Teachers are more proficient in using test data. The most recent standardized test data for fiscal year 1978 shows growth well beyond expectations. Six months gain was expected between testing sessions; however, growth in grades three, four, five and six ranged from six to 13 months in the area of reading. Informal test data show a greater percentage of students functioning near or at grade level.

The third Priority was to match materials with the needs and interests of students identified for specific instructional groups. To begin the procedure, existing materials in bookrooms and classrooms had to be inventoried and categorized by levels, skills, and appropriate population groups. The reading team then established criteria for ordering new materials that would emphasize variety, sufficient supply, various levels, various skill areas, functional and content reading. Before new materials were ordered, the compiled inventory and program needs were reviewed and priorities identified.

At the appropriate time, instructional materials are disseminated and demonstrated to the staff with distribution based on grouping, needs and instructional objectives.

CONCLUSION

The STAR Resource Teacher coordinated the efforts of the senior teachers and the staff; aided in the research, inventories, and compilations required; and held and assisted in conferences involving teachers, teacher assistants, principal, parents, and resource personnel. She completed all the documentation necessary for the Project and the validation of the Standards with the help of the school senior teachers and the reading team. With the STAR Resource Teacher and the senior teachers working in conjunction with the reading team, various resource personnel were brought to our school to introduce or explain new materials or supplies; demonstrate techniques of instruction; write proposals; and construct graphs, diagrams, and scales to show or indicate progress.

A survey was developed and distributed recently to all teachers and paraprofessionals. Statements pertaining to evaluation of the STAR Project were included in the survey, such as:

1. List the concepts of the STAR Project that you found most significant.
2. List the strengths of the project.
3. List any weaknesses found in the project.
4. What features would you like to see continued?
5. What features would you like to see eliminated?
6. List items on which more information should be gathered, researched or presented to you or the group .
7. What effect did the three year project have on your pupils?
8. What new or different experiences were provided for your pupils because of the STAR Project?
9. In what ways were you benefited by the experience?

The survey showed the staff felt a deep commitment for and understanding of the STAR Project. As a result of the Project, many plus factors were acknowledged by the staff:

1. Ability to note progress through additional record keeping
2. Listing of Standards to permit a perusal of all items contained in a well balanced reading program in the classroom and in the school
3. Development of reading goals and objectives for classrooms and the school
4. Introduction of variety of techniques to be used for teaching reading
5. Emphasis on test awareness and test data interpretation
6. Development of consistency in goal and objectives per grade level
7. Development of a school and communitywide evaluation process
8. Increase in parent involvement
9. Increase in team teaching
10. Involvement of total staff in all phases of the Project
11. Self-evaluation by staff to note strengths or weaknesses
12. Provision for some direction to student achievement
13. Pupils classification for better learning experiences
14. Indication of progress and explanations given for success or lack of it
15. Not enough parent participation on a consistent basis
16. Too much paper work or redundant efforts
17. More time needed for the Project
18. Emphasis on recreating reading and development of Read In - a school wide activity
19. Too many surveys utilized
20. Sharing of ideas gained in other schools
21. Presentation of techniques for instruction of slow learners in regular classrooms
22. Improved pupils attitude towards reading experiences
23. Learning of skills to be mastered and those already mastered by pupils
24. Increase of peer help
25. Improvement of test scores
26. Purchase of books for pupils recreatory library
27. Group discussions with meaning and purpose
28. Increase in teacher morale
29. Greater emphasis on content area reading

30. Development of individualization practices in classrooms
31. Increase of demonstrations, intervisitations, and workshops features, techniques, ideas, and practices
32. Acquisition of certification and inservice credits
33. Development of staff unity through sharing
34. Development of leadership

Project STAR Report
Tench Tilghman Elementary School
Baltimore City
1976-1979

Principal: Genevieve Gaither *Phone:* 392-9247

STAR Resource Teacher: Barbara Grier

INTRODUCTION

Tench Tilghman Elementary School is an open-spaced, Baltimore City school which represents the East Monument Street community. Tilghman, a school of over 500 students, has a predominantly black student population that receives instruction from some 16 classroom teachers, 13 aides, one high intensity teacher, one man-power aide, two lunch aides, one reading resource teacher, two structured learning environment self-contained classroom teachers, three structured learning environment resource teachers, and two senior teachers.

Reading instruction for all students is provided by the classroom teacher with additional resources provided for the highly-abled and disadvantaged students. Complimenting the existing reading program are Title I, Adopt-a-School, and Urban Services. From 1976-1979, Tench Tilghman's faculty has been involved with Project STAR.

PRIORITIES

After the initial documentation phase in 1976, the staff prioritized the Standards and began action plans to meet those Standards. After the first year of addressing Standards, the faculty--along with the reading team--focused their attention and efforts on specific Clusters. Attitudes and values of teachers, parents, and students had to be changed to insure an improved effective reading program.

After three years in the Project, though our priorities have changed, the major goals were: (1) to identify procedures for collecting, interpreting, and using formal and informal data to plan programs through the use of an effective team approach; (2) to establish a positive attitude and climate toward reading for teachers, parents, and students; (3) to educate the staff on an individual basis to the organization of the reading program and the appropriateness of specific approaches for identified student groups.

To address the first priority, a corps of reading team members analyzed standardized test results. With input from the reading team, areas to be addressed during the one-third instructional program were determined. A long-range test awareness schedule was developed for grades one through six. Senior teachers monitored its use. Appropriate record-keeping forms are being utilized by the teacher and the reading team.

In addition to analyzing standardized tests, workshops were held to clarify the construction, the use, and the interpretation of informal test data. Through training and educational development, teachers were able to more effectively administer, record, and interpret informal test data. Instruction was well-planned for students based on informal data for the two-thirds instructional period.

Thus, through analysis of informal and formal test data, appropriate record keeping devices, and monitoring by senior teachers and reading team members, the faculty is using the one-third, two-thirds instructional model and employing appropriate strategies to address skill needs. In addition, parents are more aware of test results both formal and informal on a regular basis.

To address the second priority, an analysis of attitude survey results was done and the collection of formative data was used (observations/survey results from teachers.) The reading team developed a year-long focus of activities to stimulate a more positive attitude towards reading for teachers and students. Using the assistance of a liaison worker, these focuses extended to the parents. Through a series of planned workshops, demonstrations, consultations, and several affective approaches, teachers' attitudes changed, parents were more committed to a quality reading instruction for their children, and students' interest and enthusiasm for reading increased.

To address the third priority, a survey of staff needs was taken. Using a corps of faculty members, inservice activities were planned based on teachers' individual and group needs. Long-term and short-term goals were established by the reading team to incorporate content reading into daily instruction. Various techniques were demonstrated by system and staff personnel for teaching comprehension skills. As a result of this planned staff development, teachers are more knowledgeable of the reading program and instruction for students has become more challenging and interesting and an integral part of the total curriculum.

CONCLUSION

It is hoped that through attitudinal changes, increased dedication to individual pupil progress, and greater knowledge of teaching strategies teachers will acquire a genuine commitment to the improvement of the reading program. It is hoped that through continued and increased parent involvement that a much better home-school relationship will evolve. Ultimately, student attitude towards reading, interest in reading, and student competencies on a daily basis will increase, thereby, producing literate, functional, productive citizens.

Project STAR Report
Harriet Tubman Elementary School
Baltimore City
1976-1979

Principal: Margaret Spencer *Phone:* 396-1362
STAR Resource Teacher: Helen Williams

INTRODUCTION

Harriet Tubman Elementary School was formerly Robert Fulton Elementary, an 30-year-old traditional, self-contained classroom structure. The classrooms were very cramped and practically falling apart. There was no cafeteria or gymnasium. Robert Fulton closed in February 1977, and became Harriet Tubman Elementary, an open-spaced school with a cafeteria, media center, gymnasium, high intensity reading laboratory, and planning areas for teachers.

Harriet Tubman has a Title I program starting with a pre-kindergarten for four-year-olds. The approximate number of Title I pupils is 317, non-Title I pupils total 153; total enrollment 470. The staff consists of 14 regular classroom teachers, three exceptional classroom teachers, two senior teachers, one media specialist (part-time basis), one physical education teacher, one reading resource teacher, one principal, one liaison resource and nine assistants (Title I funded).

PRIORITIES

After documentation and validation of the total reading program, the evaluation was presented to the staff. A reading team was established to study the critical needs and write action plans to address those identified needs. The goals listed below were identified as critical ones needing the focused attention of all staff members.

The three major priority goals were (1) to establish a parent education class; (2) to establish procedures for collecting, interpreting, and using formal assessment data to plan the instructional program; and (3) to establish a functional reading team congruent with the screening team.

The first priority was to establish a parent education program. The first activity was to send out a survey form on which parents could indicate their area of need and/or interest. Parents attended an introductory meeting and set up dates and time for classes to begin. The STAR Resource Team served as parent teacher, since at that time she was serving only one school. The class progressed from the introduction of tools used to assess students to the use of functional reading materials ordered by the STAR Resource Teacher and financed through state funds.

The second priority was to establish procedures for collecting, interpreting, and using formal assessment data to plan the instructional program. It was first necessary for the STAR Resource Teacher to become familiar with all formal and informal assessment tools in the school. A chart format was developed at the State Department of Education and adopted by the participating school. Once the data was recorded, it was necessary to plan for managing the data. The STAR Resource Teacher gave an inservice to the core team.

The third priority was to establish a functional reading team congruent to the existing screening team. The first activity was to set up roles then compare the roles and responsibilities of the screening team in hopes of having a complete team approach to meet instructional needs and to place students into appropriate programs.

Meetings were scheduled with the screening team realizing the importance of meeting on a more intensified schedule to insure continuity of services between all factions of the total reading program.

CONCLUSION

At the phasing out of Project STAR, it is felt that Harriet Tubman Elementary School will be continuing many of the successful programs. The parent program is being carried on under the auspices of the local liaison teacher and the regional liaison teacher. Data including the schools reading goals and objectives, is being periodically collected and disseminated to staff by the reading team and principal. The screening team in conjunction with the reading team is currently planning programs through intensified Individual Educational Plans geared to making individual and group instructional decisions.

The newspaper is currently being used by the students in the fifth and sixth grades in a state-funded project aimed at improving skills in functional reading, fostering a more positive attitude toward reading in the students, and creating and stimulating a desire in the parents to read more diverse materials. Plans have been developed to continue this part of the project, extending into the third and fourth levels when appropriate.

It is hoped that all proven successful practices will be continued in future years.

Project STAR Report
George Washington Elementary School
Baltimore City
1977-1979

Principal: Frances Chapman *Phone:* 396-1445
STAR Resource Teacher: Suzanne Given

INTRODUCTION

George Washington Elementary, a Title I school, has 526 children who come from the surrounding southwest Baltimore neighborhood. There are three self-contained exceptional classes and a specially funded all day Kindergarten program. The 6th grade has the largest number of children--79. There are 19 classroom teachers and 11 resource teachers some of whom are part-time. The building is extremely old and difficult to maintain. It is scheduled for demolition and a new building is being planned for the present site.

PRIORITIES

George Washington came into Project STAR the second year. At that time, Standards 1 and 2 had been validated by the Region. The school had worked through steps two and three in the Process Model, Assessment and Goals, and Priorities. Another orientation to the Project STAR model was held with the staff.

The first priority was the development of a Program Management Plan. Reading program data, such as, population groups, instructional reading levels, test scores, and resource services was collected and recorded in class reading records. Inservice was held to instruct staff in identifying population groups. The results of population identification and distribution of resource services were shared with the Reading Team. In the second year, resource teachers used the previous year's data to form classes. A written month-by-month reading management plan was one outcome that will be shared in the school's handbook.

The second priority the staff set was to foster increased articulation about the reading program between home and school. The state funded the school's adult education proposal. Teachers designed learning packets for home use based on needs identified in the reading proficiency results.

Parents were invited to learn about these packets at meetings and during the school year, conferences, newsleters, and screening and promotion meetings kept parents informed of the reading program. A strong parenting component already existed in the specially funded all-day Kindergarten program. The school handbook will have a description of the building and classroom reading program and will be available in the parent room at the school.

The third priority that the staff identified as essential to the implementation of Project STAR was the establishment of a Reading Team. The membership included reading resource teachers, senior teachers, and grade level representatives. The Team wrote action plans to complete the Standards, shared and evaluated classroom techniques, disseminated Reading Team concerns to the staff, reviewed reading program data, and made suggestions and revisions for record keeping. They did this during regular monthly meetings, and at the end of the first year defined their responsibilities on a month to month basis. This description will be included in the school's handbook as well. Increased staff involvement with the total reading program was another outcome of a viable Reading Team. Members of the Team developed group skills when they acted as leaders, facilitators, and recorders. Such techniques as the group memory and agenda were used also.

CONCLUSION

The staff at George Washington Elementary School always gave generously to Project STAR with its time, its ideas, its honesty, and its commitment to improving the reading program. It is hoped this will continue.

Project STAR Report
Waverly Elementary School
Baltimore City
1977-1979

Principal: Louis Franz *Phone:* 396-6394

STAR Resource Teacher: Gladys Rice

INTRODUCTION

Waverly Elementary School is one of the oldest self-contained structures in Baltimore City. The K-6 population comprises ethnic groups which include Black, White, Korean, Chinese, Hispanic, and East Indian. The staff consists of 19 classroom teachers, a reading resource teacher, a speech and language clinician, three specific learning disabilities resource teachers, and a self-contained teacher of learning disabilities. A team of bilingual teachers instructs students categorized as English speakers of other languages (E.S.O.L.). Kindergarten and grade one are self-contained; grades two, three, and four use the team teaching approach; and grades five and six are departmentalized.

PRIORITIES

After documentation and validation, identified needs were presented to the staff for the establishment of reading program goals. The staff chose the following as the first priority: to identify a procedure for interpreting and utilizing formal and informal test data that included a record keeping component. Formal test data was analyzed and interpreted to determine achievement levels and skill needs by grade levels. Informal test data was analyzed to determine instructional skill needs. All necessary information was written on a record keeping device agreed upon by the staff. Long range plans to meet skill needs, which also included a test preparation component, were designed by grade levels.

The emphasis on teaching to skill needs has upgraded student achievement levels and instructional levels. Long range plans provided structure and continuity to the program.

The second major priority was to design school goals and objectives that would reflect state and local system goals for reading. The STAR Resource Teacher and reading team leader, provided the team with a task analysis of the goal focus to facilitate the establishment of a practical procedure involving the total staff. The first activity involved analyzing the objectives previously written to determine their appropriateness. The staff was then organized into grade level writing teams to complete the task. A proofreading team checked for continuity and content and prepared the final copy for typing.

Using these objectives will, hopefully, provide a systematic, well-coordinated program of reading instruction for the students at Waverly. Dissemination of the goals and objectives to parents and students will give them more knowledge of the school's reading program and the skill achievement expected at each grade level.

The third priority was to provide an appropriate instructional program for all students, including a variety of teaching techniques, appropriate materials, and a correlation between objectives and student activities. Resource teachers of reading and language shared criteria and procedures for selecting students. Information previously recorded on the record keeping sheets along with the criteria assisted resource teachers and classroom teachers with the decision making process regarding proper instructional placement of students. Some decisions necessitated the use of team teaching. A transitional class of pre-reading second graders was created for students with needs that did not meet guidelines for placement in a resource class. Once groups were organized, attention was given to upgrading instruction through staff development sessions addressing: (1) the directed reading activity; (2) matching goals, objectives, and activities; (3) content reading; (4) effective use of the one-third, two-third model, functional reading; and (5) creating a positive attitude toward reading.

CONCLUSION

Reaching these priority goals has caused the staff to become better diagnosticians of students' needs, better planners of appropriate programs, and more effective instructors.

Project STAR Report
Carter G. Woodson Elementary School
Baltimore City
1977-1979

Principal: Marguerite Walker *Phone:* 396-1366
STAR Resource Teacher: Anna Flowers

INTRODUCTION

Carter G. Woodson is a two-story brick school on a campus-like setting in Cherry Hill, Baltimore City. There are 13 classrooms from K-6, four rooms in the language learning communication center and two Structured Learning Environment classes. Resource classes include reading, speech, library service, art, music, physical education, industrial arts, and Spanish. There are three lunch aides, two exceptional children aides, eight Elementary Secondary Education Act aides, and two manpower aides. The school became Title I in school year 1978-79. The predominantly black student population of 458 is fairly stabled, as is its teaching staff of 31 persons. A basal approach is used throughout the grades.

PRIORITIES

During the documentation and assessment process it was evident that a positive attitude towards colleagues, parents, students, and the reading program was needed. To facilitate this Peter Finck conducted a series of workshop activities which seemed to alleviate or lessen the problem. Due to the cooperative spirit and willingness of the reading team, the major priority goals were accomplished.

The first priority was to assess and develop goals and objectives. Test data was analyzed to determine instructional needs. A record keeping system was set up for data pertinent to the reading program and a management assessment timeline was produced. From the data collected the reading team and staff were able to formulate school reading goals and grade level objectives.

The second major priority was to implement the adult education project, mile-stones in reading, known at the building level as Project HIP--home improvement packets. Teachers of grades four through six and the intermediate Division of Exceptional Children teacher prepared 250 packets based on functional reading and other intermediate skill needs. Parents became involved in the educational process, and 50 percent to 80 percent of the packets continue to be in circulation.

The third priority was to formulate plans to insure that each student's program was appropriate for his/her needs. The reading team wrote plans for achieving schoolwide or class objectives, a monitoring system during the testing program, lesson plans, class reading charts and evidences of positive attitude. This built-in monitoring was to insure that the staff was on task. The outcomes were that the teachers were aware of how to identify the appropriate program and they were more knowledgeable of the importance of having one.

CONCLUSION

A viable, cohesive, and cooperative reading team is a definite strength for facilitating and coordinating the reading program but the team needs to assume more responsibility in the leadership role of the reading program. Because of the inexperience of the five-day reading resource teacher, the most logical person to assume the leadership role of the reading team would be the senior teacher. It was a most rewarding experience to have worked with this reading team because of the growth and development of team members.

Project STAR Report
Appeal Elementary School
Calvert County
1977-1979

Principal: Carol France *Phone:* 326-3693

STAR Resource Teacher: Virginia Lee Bowen

INTRODUCTION

Appeal Elementary School is a combination of self-contained and open-spaced classrooms located in a semi-rural community. The self-contained portion of the building is older with rooms for two special education classes, kindergarten, remedial reading, special education resource, and art room. The newer addition is open-space consisting of three pod areas. In the pod areas there are two first grades, three second grades, two third grades, two fourth grades, two fifth grades. The total student population of Appeal Elementary School is 349 children in grades Kindergarten through fifth and two special education (Level IV) classes. There are 14 classroom teachers, a remedial reading teacher, a special education resource teacher, a reading lab teacher, (Title I) helping teacher, media specialist, art teacher (part-time), music teacher (part-time), and physical education teacher. Both faculty and student population remain fairly stable with movement (transfers) in and out about the same.

The racial distribution is 39 percent black, 14 percent Asian, and 60 percent white. The Title I program has been at Appeal for five years. Project STAR and a new principal arrived simultaneously. The staff needed to be pulled together and there was parent displeasure with the school.

PRIORITIES

After documentation and validation of the total reading program on December 6, 1977, the evaluation was presented to the staff. Needs were examined based on validation and the teacher perceptual survey and then prioritized by the staff. The goals listed below were identified as critical.

The three major priority goals were (1) to formulate a school point-of-view (general and reading); (2) to develop a positive attitude toward reading and an awareness of reading needs on the part of children, teachers, and parents; and (3) to develop a content reading program using student needs and interests, available human and material resources, and sound instructional strategies.

The first priority was to formulate a school point-of-view. The first activity was to distribute a brainstorming sheet consisting of questions, such as How do our children learn? (strengths and weaknesses) What do we want for our children? etc. Reading team members held discussion sessions with the rest of the staff. At total faculty meetings, these were discussed and ideas recorded. A committee volunteered to write the general instructional philosophy, then the reading team wrote the reading point-of-view. Each faculty member had the chance to read, add/delete, and sign the point-of-view. The writing of the school and reading point-of-view became the "rallying point" for total faculty involvement and communication.

The second priority was to develop a positive attitude toward reading and an awareness of reading needs on the part of children, teachers, and parents. ITBS results were discussed by the faculty and a timeline was set up to work on the areas of the ITBS. The STAR Resource Teacher showed a graph of instructional levels in reading to the reading team. This was taken back to other staff members, where it was decided that a sustained silent reading time be established for once a week. The STAR Resource Teacher and principal met with grade level teams to go over basal reading assessments. Peter Finck of the State STAR Team met with grade level teams to give some suggestions on how more positive attitudes can be developed. Reading inventories/reading interest surveys were distributed to teachers through the reading team members.

The STAR Resource Teacher presented the graph of instructional levels as of January 1978 to the Student Council which decided to make more use of the library, encourage others to read, work harder on what we need to read better. They took these suggestions back to their classrooms.

It was decided that parents should be made more aware of their children's reading levels so that help could be given at home. At the beginning of the school year ITBS scores are presented to parents and students. Then as each basal reader is completed, parents are invited in to go over strengths and weaknesses as shown on the basal assessment.

At this time they also receive suggestions as to how to help their children at home. This has helped to foster a more positive attitude toward the school from the parents.

In April 1979, the instructional level graph as of February 1979 was shown to the Student Council and the reading team.

The third priority was to improve the teaching of reading in the content areas. The ITBS scores were shown to the faculty. Analysis by the staff brought to their attention a definite need to take a closer look at reading in all areas of curriculum. The STAR Resource Teacher, principal, reading lab teacher, and special education resource teacher attended the state focus workshop on content reading. These people held an inservice with the faculty where they taught how to do readability formulas and to match materials with children. Teachers were made more aware of the amount of content material within the basal readers and the skills that are taught with these.

School objectives were reviewed and content reading objectives were included. Lists were made available to teachers of the content material available in the media and the level of these materials.

A county inservice workshop was held on content reading. This included sessions on varieties and techniques of teaching content materials.

CONCLUSION

It is hard to determine what factor had the greatest impact at Appeal Elementary School. But it is clear that STAR became the hub of the wheel, with parents, teachers, children, and principal now involved in becoming the spokes.

Project STAR Report
Central Elementary School
Calvert County
1978-1979

Principal: Vivian W. Jones *Phone:* 535-1211
STAR Resource Teacher: Virginia Lee Bowen

INTRODUCTION

Central Elementary School is a new building first occupied in September 1975. It was established with the combination of Old Central Elementary School and Brooks Elementary School. It is a modified, open-space facility with self-contained and open-space classrooms. The school is in a semi-rural setting serving many new housing development.

There are approximately 489 students enrolled. There are students entering and students transferring. At present, the population is 29 percent black, 70 percent white, and one percent Asian. Each year we lose two classes per grade to the school next door until that school also has Kindergarten through fifth. There are two sessions of kindergarten, two first grades, two second grades, two third grades, four fourth grades, four fifth grades, and six Level IV special education classes. The special education students are from the Central area as well as other areas of the county.

At Central there are 21 classroom teachers, a remedial reading teacher, Title I helping teacher, a reading lab teacher, media specialist, and part-time music, art and physical education teachers.

Title I has been here for the past four years as well as for two years in Old Central. The principal has been at Central for some time; however, there has been a new administrative assistant for each of the four years of existence. There has been little mobility in the faculty.

PRIORITIES

A team established to document the reading program met weekly until validation. On December 1, 1978, all 28 Standards were validated. The team felt there were some needs that should be addressed and using input from the entire staff established three priorities: (1) to establish a reading team; (2) to involve parents and community in the school, specifically in the reading program; (3) to apply reading skills in the content areas using various methods and techniques.

The first priority was to establish a reading team made up of the principal, administrative assistant, Title I helping teacher, remedial reading teacher, reading lab teacher, representative of each grade level team; and each Level IV class. Additional staff members can be appointed as the need arises. The permanent members meet monthly and act as liaison and communicators for the rest of the faculty. Some of the duties of the reading team are to review and revise school reading objectives, to analyze basal reading assessments and other available data to make recommendations (individual and group), to suggest and plan reading inservice where possible and to evaluate these inservices. Members of the team have attended some of the STAR Focus workshops and reported to the group. A folder containing materials from STAR workshops has been compiled for each teacher. Team members are thinking of activities to suggest to staff to encourage and foster positive attitudes toward reading. Many of these will be carried on next year.

The second priority is to involve parents and the community in the reading process. A survey has been sent out to parents asking them if they would like to help and in what areas they are willing to give assistance. A file is being kept in the office of community resources.

Reading recipes are sent home twice a month to all parents by the remedial reading teacher and the reading lab teacher. Each child made an attractive envelope in art to take home to collect these recipes. Many teachers are planning a calendar for July and August so parents can have something specific to do with their children during these months. A mini-workshop is being planned with parents early in the fall to discuss (1) characteristics of children and learning; (2) our developmental reading program; (3) helping children at home; (4) make and take learning packets; (5) making good use of commercial toys for learning; (6) how to read to your child.

The third priority is to apply skills taught in reading to the content areas. In September, ITBS scores were shown to the total staff. Analysis of the scores pointed out that since many selections on the ITBS reading/comprehension section were from the content area and this is where our children needed help, we would work on this. Our basal readers from third grade up are heavy in content. We teach the skills from the basal readers and in addition help children apply these skills in the content areas. Some members of the reading team attended the focus workshop in content reading given by the State STAR Team. These people gave inservice to other members of the staff. Materials collected from the workshop are included in the folder distributed to teachers. The county provided an inservice to teachers in which a variety of techniques and materials were demonstrated. Many suggestions and ideas are being used.

CONCLUSION

Next year, Central Elementary School will be in the maintenace phase. Even if Project STAR is not there, Central will continue to improve its reading instruction through the reading team.

Project STAR Report
Gale-Bailey Elementary School
Charles County
1977-1979

Principal: Glenn Wedul *Phone:* 743-5491

STAR Resource Teachers: Muriel Smith and Patricia Grote

INTRODUCTION

Gale-Bailey is located in a rural area of south western Charles County. Parents of the school population work on surrounding tobacco farms or at the Naval Ordnance Station in nearby Indian Head. There are approximately 425 students enrolled--47 percent black and 53 percent white. Only six percent of the population is transient.

The building design is semi open-spaced. The school program has support services in physical education, speech therapy, gifted and talented, Title I, psychological evaluations, guidance, and music. Various teams, such as, grade level, ARD, and reading, engage in group planning and program development.

PRIORITIES

Because Gale-Bailey had already participated in the piloting of Reading Standards, conducted by the Maryland State Department of Education, the school had a written point-of-view and an informal assessment of its reading program prior to the introduction of STAR in the fall of 1977. After the perceptual survey in STAR was administered, the principal and staff analyzed results from both instruments and reached consensus regarding changes needed in the school's reading program. By March 1, 1978, formal plans had been written.

The plans listed these priority goals: (1) to write and articulate instructional objectives in reading; (2) to develop reading assessment procedures for the school; and (3) to expand and tailor the total reading program for meeting individualized needs in reading.

The first goal, writing and articulating objectives, was based on staff analyses of the perceptual survey. It was decided that the task should be included in the long-term planning. After staff support was gained, the STAR Resource Teachers conducted small-group sessions for writing and editing the objectives. Implementation, which is part of the school's action plan, includes a checklist for monitoring progress at the individual, classroom, and school levels; construction of test items to match objectives; and matching of instructional materials with specific objectives.

At the end of its second year in the project, Gale-Bailey has (1) a comprehensive booklet of school objectives which are articulated grade-by-grade and (2) a checklist of student progress based on the reading objectives.

The second goal, developing assessment procedures, was based on an analysis of scattergrams made of the school population's ability/achievement in reading. Students who were identified as having significant discrepancies between ability and achievement were selected for Level III testing. As a result of this testing, changes were made in procedures used for placement in reading instruction groups. The procedures were formally established by the principal and teachers were trained in the implementation of the procedures.

A school-wide, objectives-based testing program was also initiated. An action plan was written after the staff agreed that the current school testing plan was inadequate. Teachers and aides are now constructing test items for piloting during 1979-1980.

Therefore, two products have emerged from the second goal: (1) written placement procedures for instructional grouping and (2) criterion-referenced test items at each grade level in a draft stage.

The third goal, expanding and tailoring the program for more individualization, has slowly evolved and taken shape over the past two years. In order to match materials more appropriately and specifically to student objectives, the school has begun to broaden the basal program. In addition to providing dual basal series (which eventually will become tri-basal), staff development in content reading and emphasis on use of the media center as integral components have helped to increase staff awareness in expanding the program. The writing of objectives has also made the staff cognizant of the need for a comprehensive, fully-developed scope and sequence in reading to provide remediation, development, and enrichment opportunities for each reader. The staff continues to review the program objectives, materials lists, skills checklist, and scope and sequence in an effort to provide a total program.

Products from the third goal include (1) an expanded materials list for basis instruction; (2) a skills checklist to monitor individual progress, (3) a comprehensive scope and sequence in reading; (4) a key tag chart (for identifying a student's reading population status, instructional placement, specialized services, and supplementary programs); (5) written role descriptions of each staff member to clarify responsibilities in the total reading program; and (6) written, long-range plans for on-going assessment of the total program. This program management makes the school more accountable to the individual child than it ever has been before.

CONCLUSION

There is substantial evidence that the principal and staff have supported Project STAR goals. Major accomplishments include establishing a curriculum team, writing school objectives, increasing teacher input in the planning process, implementing a record-keeping system, expanding use of assessment data, and maintaining class lists for instructional grouping. Teachers have demonstrated a positive attitude in evaluating STAR activities and have accepted responsibilities in revising plans.

Project STAR Report
Glasva Elementary School
Charles County
1977-1979

Principal: Mildred Wilson *Phone:* 934-2271

STAR Resource Teacher: Muriel Smith

INTRODUCTION

Glasva is located in a rural area of southern Charles County. Parents of the school population work for local businesses or in government facilities nearby. There are approximately 220 students enrolled--40 percent black and 60 percent white. Although the mobility of student population in the county is increasing, the percentage of transient students at Glasva remains relatively low and stable.

There are eight self-contained classrooms and a staff of ten teachers. The Title I program provides aides for the first four grades and the county supplies two aides. Support services, such as speech therapy and guidance, are available part-time. Additional part-time teachers are available in music, physical education, and library. Students who have been identified as needing intensive remediation are instructed by a reading teacher in a cross-age grouping.

Glasva School had three administrators during the 1978-1979 term. The principal resigned in October; a former principal serviced on a temporary basis from October until February; the new principal was hired in February.

PRIORITIES

Glasva School participated in Project STAR for two years (1977-79). Three priority goals were set for Glasva: (1) to write instructional objectives in reading for Pre K-five to meet students' needs, (2) to teach staff members to use assessment data more effectively, and to establish a functional reading team in the school.

It was decided that the first priority of writing instructional objectives in reading would be accomplished during the first year of participation in the project. Teachers were given release time in small groups to work with the STAR Resource Teacher to write objectives taking one state goal at a time. Since several teachers on Glasva's staff had never written performance objectives, this phase took longer than anticipated. (After the objectives were written, articulation from grade to grade had to be completed.) During that time, the principal left the school and the remaining work on the objectives was done under the direction of an interim principal. The objectives have been compiled into a booklet and are now available to the teachers. The STAR Resource Teacher has analyzed the objectives in preparation for an inservice on their use to be given by the elementary specialist for the school. There is no doubt that much needs to be done before Glasva's staff will actually be teaching by objectives; however, the first step has been taken. The Glasva teachers feel a keen sense of pride in their accomplishment and will continue to have an active interest in the use of objectives in the school.

The need for staff development in the use of assessment data became clear during the first year and so became the second priority for Glasva. The STAR Resource Teacher helped teachers construct scattergrams which identified children in need of further testing. The Levels II and III testing conducted by the STAR Resource Teacher on those identified children revealed that few teachers were using the available data. This study resulted in some inservice by the State STAR team on the use of data and the development of placement procedures by the staff. These procedures were developed through brainstorming with the entire staff and reaching consensus as a group. Perhaps the culminating activity which has helped the staff to see the exact ways that assessment data can be helpful is construction of the key tag chart which helps keep track of the reading levels of all of the children. Those reading levels were determined by using all of the available data from Levels I, II, and III.

Although the need for a functioning reading team, the third priority, was evident at the beginning of the project, this has been a concern of the STAR Resource Teacher from the beginning. Members of the team were appointed by the principal and some were not very interested in the team effort. An active and interested chairperson was able to accomplish some of the tasks by obtaining help from other staff members. The end of the first year saw the departure of that first chairperson and the appointment of a new one. The new chairperson experienced some of the same problems. In October, the principal left for another position and an interim principal was selected. This acting principal selected a new reading team. This team has become a functioning team strong enough to work together to meet some of the reading standards. However, they and the new principal realize that work needs to be done by the STAR Resource Teacher to develop a more cohesive group before the school year is over. Therefore, a brainstorming session is planned for May to develop role descriptions and procedures for team members and the reading team. In spite of all of the disruptions which Glasva has suffered, the development of this reading team seems to be a real possibility because it has the firm support of the new principal.

Although not among the top three priorities, parent involvement is important for Glasva. Even though every parent involvement session held during Project STAR, was of high caliber, the sessions were not well attended, with one exception. The present principal is very interested in encouraging parent involvement and has action plans written to take care of this facet of school life.

Another project which was developed through the language workshop held by Karen Neuman of the State STAR Team has been conducted by the speech therapist at Glasva. The speech therapist identified six children who were language delayed using MSTOI, MRT, and Caldwell's Pre-School Inventory as pretests. She has worked with them in small groups in the classroom. A separate report will be filed after completion of the post-testing.

CONCLUSION

Overall, Glasva's participation in Project STAR has resulted in an improvement in the organization of the total reading program. It has increased the use of assessment data and has raised the awareness level of the staff of its importance. The work of the reading team within the school was facilitated by the prior experience they had with the admissions, review, and dismissal team before Project STAR. By using the indicators for the standards and following written actions plans, Glasva seems to be well on its way to an improved reading program.

Project STAR Report
Mt. Hope/Nanjemoy Elementary Schools
Charles County

Principal: Philip Thorn *Phone:* 246-4383/4
Administrative Assistant: Adrienne Jennings
STAR Resource Teacher: Pat Grote

INTRODUCTION

In the fall of 1977 when Mt. Hope and Nanjemoy entered Project STAR, they were separate schools under separate principals. At the present time, one principal is administrator of both schools with further consolidation planned for September of 1979. Tentative plans provide for housing K-3 in one building and grades fourth and fifth in the other building. Self-contained special education classes and resource rooms are scheduled for both buildings. An administrative assistant works with the principal.

The two buildings, approximately four miles apart, are located in rural southwestern Charles County, an area of fairly stable population. Four hundred twenty students in grades pre-kindergarten through grade five are taught in self-contained classrooms within these traditional-style buildings. Fourteen regular classes and three special education classes make up the total school population.

In addition to Project STAR, special programs include Title I; the Longview Project which places emphasis on a global approach to the teaching of social studies; and Teacher Corps, for which this year is the planning year. Through Teacher Corps, teacher interns will begin working in the school next year.

PRIORITIES

According to the state's Reading Standards, a clearly defined, total reading program needed to be established in both schools. Specific reading objectives had not been formulated, nor was data uniformly used in placing students in reading groups.

In order to provide the necessary structure, the development of a team approach was viewed as the first priority. At the outset a reading team was established in each school. These teams functioned independently in 1977-78. Under the leadership of Phil Thorn, a joint reading team was established in 1979.

The reading team met regularly on a rotation basis in each building with co-chairpersons alternating as facilitators. A recorder was responsible for keeping, reproducing, and distributing copies of the minutes of each meeting to the team members. Working in subcommittees of goals and objectives, program management, and assessment, the team accomplished agreed-upon tasks. Each meeting had an agenda, usually including reports by subcommittees, staff needs, and administrative concerns.

Since the team operated in two buildings, the LEA provided release time for the review of status of the reading program in both buildings on a one time basis in December 1979. However, subcommittees worked continuously throughout the year.

Since use of leveled data in placement procedures was not uniform, the development of effective assessment procedures emerged as a second priority. The assessment subcommittee devised a sequential plan for placing children in reading groups, providing for monitoring by cumulative record keeping on a class list. Other data was graphically plotted on scattergrams for each classroom teacher and for total school. A key tag chart, listing each child's reading group, was established for teacher use. Together with other data, the reading team uses this chart for tentative placement for the new school year, cross-grade grouping, and most efficient use of materials.

A third tier of priorities has centered on providing appropriate program direction, development, and management. The goals and objectives subcommittee is responsible for review and revision of written classroom objectives. This subcommittee devised an observational checklist of objectives by grade level for use in reading groups. For program management, a subcommittee listed the tasks for the year involving the reading program. Memos went out from the office reminding concerned persons of their current responsibilities toward the reading program. For 1979-80, a curriculum materials selection subcommittee has been formed in response to a need voiced by the faculty.

CONCLUSION

All procedures used by the school resulting from training by Project STAR will be placed in the newly devised school handbook. It has been said that nothing is so powerful as an idea whose time has come; that idea was Project STAR.

Project STAR Report
Wayside Elementary School
Charles County
1976-1979

Principal: James A. Tackett *Phone:* 934-4091
STAR Resource Teacher: Muriel Smith

INTRODUCTION

Wayside Elementary School is a rural school in the southern part of Charles County located at Newburg, Maryland. The community is rather stable, being primarily composed of fishermen and tobacco farmers. The school population is 50 percent black and 50 percent white. The enrollment of 264 pupils includes kindergarten through fifth grade with a staff of 13 degreed teachers. There are three special education classes which include two groups of educable mentally retarded (one primary and one intermediate) and one group of specific learning disabled children (self-contained). A resource teacher provides special instruction for the learning disabled children who are in the regular classrooms.

Wayside is a Title I school with approximately 95 slots for disadvantaged youngsters. Other services, which are provided on a part-time basis, are speech, guidance, psychological services, vocal music, physical education, instrumental music, and media center services.

PRIORITIES

Wayside was the first Charles County school to become involved in Project STAR. During school year 1976-77, a reading team was formed and a complete assessment of the total reading program was made using the state reading standards as a guide. Examination of the documentation gathered revealed that there was a need to develop instructional objectives, consistent placement procedures and further coordination of the total program through the use of the team approach.

The first priority, because of evident need, became the development of consistent placement procedures. A survey of the instruments used by the teachers revealed that no one was assessing students for placement in the same way. In an effort to improve placement procedures and establish consistency in using the newly purchased Holt Basic Reading System, the Holt reading consultant provided inservice to the teachers. Detailed instructions for administering oral and silent reading inventories as well as word recognition tests were given by the consultant. The STAR Resource Teacher provided follow-up and helped in the administration of the tests. The results of these instruments were used to place the children at a more appropriate level.

During the following school year (1977-78), the reading team began to assume responsibility for the correct placement of the children using the formal and informal data along with teacher judgment. During the third year in the project, more formalized procedures have been developed and written for the use of the team. One interesting aspect of these procedures is that the teachers are asked for direct feedback after trying the team's suggested placement for two weeks in September. There is then an interchange of information if the teacher's assessment is different from the team's. The use of the key tag chart showing each reading group, the learning category, and all special services received by each child provides a visual and convenient way of keeping track of each child in the school. Perhaps the development of more accurate placement procedures and the use of the key tag chart has been one of the most important changes made in the total reading program.

The second priority for the school was the establishment of the reading team. Fortunately, the ARD team approach had been used effectively within the school prior to Project STAR, and the staff could see the advantages to its use. The use of the team approach for dealing with the total reading program, therefore, was seen as a step in the right direction. The team was formed on the basis of volunteers and, as time has passed, has changed composition based on the interest shown by members of the staff. Its meetings are open to any interested staff member. Although the principal is not the chairperson, he has assumed a leadership role within the committee and maintains an active interest in committee activities.

Wayside's reading team has shown outstanding growth and development. This team has worked for several summer days without pay in order to be prepared for the opening of school in the fall. It is primarily responsible for all of the tangible materials developed for meeting the reading standards. For example, the key tag chart; the class lists; the scattergrams; the organization, articulation, and development of the instructional objectives were all the result of diligent and productive work of the reading team. Without this team and the cooperation of the principal, none of the work at Wayside could have been accomplished.

A third priority item at Wayside was writing instructional objectives. These were written individually by the teachers near the end of the 1976-77 school year and were organized under the county and state goals by the STAR Resource Teacher. It was evident that this was not the best way to accomplish this task; however, and during the next school year, the reading team worked with articulation and a revision of the objectives so that a much improved set of objectives were compiled. During this present school year (1978-79), the reading team and the principal have developed an individual packet of objectives for each child. This packet includes a record-keeping system which shows whether the child has met the objective and what instrument was used to test his knowledge of it. Included in action plans for next year is a plan for development of a more comprehensive record-keeping system which will help in keeping track of objectives met by class and total school. The reading team and principal are monitoring the record-keeping activities of the classroom teachers every report card period using the individual packets at the present time. Although it is clear that Wayside is in the first stages of teaching by objectives by all of the teachers, the written objectives and a monitoring system conducted under the leadership of the principal will, no doubt, eventually result in a marked improvement in the total reading program.

The above priorities do not cover all of the activities which have occurred as a result of Project STAR. The parent involvement component of the project resulted in some excellent sessions with parents and a closer tie with Title I. The reading team, principal, and staff are concerned with the lack of concern shown by many parents in the community and would like to see more activities dealing with encouragement of parent participation. Perhaps this area of need could be considered as a fourth priority.

CONCLUSION

In summary, Wayside has made definite progress in providing a more coordinated reading program in analyzing and using data from formal and informal instruments, in keeping more detailed records of student progress, and in using the team approach for dealing with problems. The assumption of leadership by the principal within the reading team has also made many changes possible for the school. And, finally, no change would have been possible at all without the cooperation of the entire staff.

Project STAR Report
Colmar Manor Elementary School
Prince George's County

Principal: Charles H. Slick *Phone:* 277-0348
STAR Resource Teacher: Kathy Riley

INTRODUCTION

Colmar Manor Elementary School was a five-room structure opened in 1935. Nine classrooms, two kindergarten rooms, media center, reading room, multi-purpose room, cafeteria, and administrative suite were constructed in 1967 when the school consolidated with Cottage City Elementary School. The school is situated on four and one-half acres which are adjacent to approximately four acres of park land.

The enrollment is presently 290 and decreasing; the staff has been reduced from twelve to ten classroom teachers with eminent reductions for next year.

The school organization is self-contained with horizontal grouping for reading, spelling, and math. The school is serviced by Emergency School Assistance Act, Floating Faculty and Title I (97 children).

The community is made up of two self-governing municipalities, with small town characteristics, separated by a major thoroughfare and located on the northeast boundary of the District of Columbia.

The student population is as follows:

Highly Able	3%
Typical	43%
SL/RD	20%
Slow Developing	25%
Severe Problem	7%
Highly Mobile	1%

PRIORITIES

After documentation and validation of the total reading problem, the evaluation was presented to the staff. Needs were examined based on the validation and the teacher perceptual survey.

The staff, utilizing the group process model, prioritized the needs. Three goals were identified as critical ones needing the focused attention of all staff members: (1) to develop a school content reading program using identified student needs and interests, available human and material resources and sound instructional strategies; (2) to develop an ongoing out reach program for the community; and (3) to establish procedures for collecting, interpreting, and utilizing formal and informal assessment data to plan program of instruction.

The first priority was to develop a school content reading program. Student needs were first identified, then data was analyzed and presented to the staff by the principal. His analysis was used as a model for other STAR schools. The principal then met on grade level to discuss the results of the assessment data. Skill areas needing assistance were identified for content reading, and achievement improvement activities based on the test-taking skills required were planned.

It was determined that intensive inservice was needed in the identified areas of need. The entire staff requested in writing the services of the floating faculty. Because of the visible display of staff interest, the county—despite policy to the contrary—assigned the floating faculty to Colmar Manor. The staff was then intensively inserviced for seven full days by the floating faculty. In addition, the STAR Resource Teacher provided a one-credit course both semesters in teaching reading skills in the content areas. The class, with input from the floating faculty, established written school guidelines and strategies for teaching content reading.

The teachers incorporated the four part follow-up into content areas and provided Directed Reading Activity in the content areas. The staff is supplementing the basal reader with content material 5 to 10 percent of the reading block instructional time. As a result, a balance has been established between literary and content reading. The staff reported in a questionnaire that the focus on content reading had the greatest impact on the total reading program.

The second staff priority was to develop an ongoing outreach program for the community. The first major activity was to increase parent awareness of the major role they play in preparing their children for the learning that takes place in school. A parent involvement team was formed with representatives from classrooms and resource teachers, Emergency School Assistance Act, Title I, and the county Parent Education Program. The team published and mailed to each family a summer activity booklet with ideas submitted by the classroom teachers. On a parent questionnaire administered in the fall, the parents indicated that they found the activities useful. The booklet stressed the important part the parent played in each activity.

The principal published a comprehensive weekly newsletter to parents often focusing on the parent as the child's first and most important teacher.

Another major activity was to provide opportunities for parents to increase their understanding of the reading program. The parent involvement team met to plan activities. A questionnaire was to identify needs and interests of the parents and administered by the classroom teachers at the fall Open House. The parent involvement team compiled the data and identified as a priority developing self-esteem in children. The team planned a mini-course for parents in this area. A slide-tape was developed by the resource teacher focusing on self-esteem and starring the students and staff at Colmar Manor School. The slide-tape was loudly acclaimed county-wide. The parent evaluation forms indicated the heightening of the parents' own self-esteem. County and statewide requests for the slide-tape were so numerous that the county is presently adapting it for a county presentation.

The team arranged for two parent leaders from the county office to lead parent discussion groups on the topic of self-esteem. Teachers performed skits modeling positive and negative approaches to developing self-esteem.

Another opportunity for parents to increase their understanding of the reading program was the viewing of a video-tape showing the implementation of the Athey Bill in the third grade at Colmar Manor School. The county is now showing this video county and statewide.

In addition, parents were provided with information about the reading program which was incorporated into the principal's weekly newsletter.

"Hands On" activities have been provided to aid parents in reinforcing their child's reading skills. The team designs and disseminates a monthly self-esteem calendar for parents with daily activities suggested. "Hands On" activities are also suggested in the principal's newsletter. In addition, the team set up a Parent Lending Center where activities are designed and packaged with a critique to be completed after parent use.

The third priority was to establish procedures for collecting, interpreting, and utilizing formal and informal assessment data to plan the instructional program. The STAR Resource Teachers designed a chart format which included the name, type of instrument, assessed areas, and diagnostic decisions to be made. The management assessment plan was also in chart form and included a description of how the assessment items would be used to modify instruction and the time span for administering, recording, interpreting, and disseminating the test results.

The STAR Resource Teacher completed the assessment sequence for the county-mandated tests. The reading teacher then took on the task for completing Levels II which included those tests given for specific diagnosis which determine instructional groups and special programs. The final steps involved the specialists on the team (special education, reading and speech) completing the Level III data which encompassed information regarding the assessments they administer.

The reading team then disseminated the information to the staff. As a result, the teachers are more knowledgeable of the tests given and the data obtained from them. The reading team felt the focus on assessment will ultimately have the greatest impact on the instructional program.

CONCLUSION

Although the school prioritized the above described goals, the greatest achievements were made as a result of pulling together all components into a unified, comprehensive school-wide program. The teamwork between the administration, staff, floating faculty and parent education team enabled the reading team to get the results it did. The reading team was established as a permanent, functioning body through which the school will continue to improve the total instructional program. Through this team, commitment has been secured for the lasting improvement of the total school reading program.

Project STAR Report
Dodge Park Elementary School
Prince George's County
1977-1979

Principal: John Wright *Phone:* 772-1012

STAR Resource Teacher: Linda Gonyeau

INTRODUCTION

Dodge Park is an inner-beltway community school surrounded by warehouses, industrial sites, and apartment complexes. The building is a large one-story structure located at the top of a hill overlooking the community.

The majority of the students are from one-parent families and receive free breakfast and lunch. Most of the single parents are employed as blue collar workers and many work evenings.

The school population is 85 percent black, 14 percent Korean, and one percent white.

In the past, the enrollment has been close to 800 students. This year the fifth grade and half of the sixth grade was transferred. This reduction of students brought the enrollment down to building capacity of 550.

The rate of transiency for teachers and students is high (50 percent) and the years of experience of new teachers is low (0-3). Administratively, the school experienced four principals and two vice-principals within a period of a year and a half.

At this time, there are 19 self-contained classroom teachers, two special education teachers, one full-time reading specialist, one media specialist, one O:MA resource specialist, twelve O:MA aides (K-3), one English for speakers of other languages teacher, a community school director, a part-time guidance counselor, and one language clinician. Area services include a generalist, helping teacher, pupil personnel worker, school psychologist, and program/content specialists who provide services upon request.

PRIORITIES

A summary of the validation results indicated that the school needed to articulate the reading goals and objectives to the staff, students, and community; develop an assessment plan consisting of a testing and management component and record-keeping system; develop and establish a functional and content reading program; extend the inventory; use a team approach for coordinating the total reading program; and develop a written description of the reading program.

The transient nature of the students and staff influenced Dodge Park's goal setting. The establishment of the reading team as a school procedure and the development of a written description of the reading program became the major priorities in order to provide a tangible framework and means for developing an assessment plan for appropriate program planning. The three priority goals were (1) to establish the reading team as a school procedure; (2) to develop a written description of the school's reading program; and (3) to establish procedures for collecting, interpreting, and using informal assessment data to plan programs (development of an assessment plan).

The first priority goal was establishment of a reading team. The reading team concept was established at the onset of the project; however, the team needed to be included in the life-style of the school to preserve the project's purpose. "Positive Team Concept" (team and staff) was used to accomplish this goal.

The first activity focused on establishing the presence and purpose of the team. At the first total staff meeting, the conception of the team was announced and members were appointed; team meeting dates were placed on the school calendar, PA announcements were made of meetings; meeting minutes were shared with the staff; reading specialist requests were prefaced by team input; team progress reports were given at staff meetings; and grade-level meetings were devoted to reading team concerns.

The following activities occurred simultaneously and in conjunction with the above strategies: team building skills—developed through modeling and direct inservice culminating with a team skills reference folder; utilization of staff input—obtained through the grade-level--team linkage system; team content skills—developed through writing a description of the total reading program and quality change - established by the above activities.

The final outcomes of the above strategies produced a positive team concept for both the staff and its members. This result along with the written description of the team, written maintenance responsibilities, and team calendar allowed for the realization of this major goal.

The second priority goal was to describe the reading program. In providing project feedback and background to the staff and reading team, both identification and interpretation of reading program components were addressed in formal and informal inservices. As a monitoring device for action plans, a visual representation of a total reading program was constructed and referred to at team and staff meetings. As plans were completed (in written form), they were placed in a notebook. These strategies set the stage for developing a format and a written description of the school's reading program.

The team then brainstormed to determine a plan for writing a description. It was decided that the notebook would become the reading handbook and would be organized around the seven clusters. Again the team brainstormed to determine what information should be included within each cluster. Material was provided for the handbook by specific team members and the finished product collated by the team. The handbook was inserviced and distributed to each staff member. Inservice and review of the handbook are built into the maintenance plans thus assuring ongoing familiarity with the established program.

The third priority goal was an assessment plan. The initial task was to design a plan that coordinated state, county, and local assessment within the school for the purpose of planning programs. The STAR Resource Teachers met and constructed a chart which included the name of the test, type of instrument, assessed areas, and diagnostic decisions to be made for the three levels of testing (gross, specific and indepth). Level I data was recorded by the STAR Resource Teachers and presented to the staff and Reading Team. Upon acceptance of the format, the Reading Team--in conjunction with grade level staff members—researched, collected, and completed the chart for Level II testing. The resource specialist completed the chart for Level III testing. Upon total completion and inservicing of the testing component, the STAR Resource Teachers developed a management chart which included a description of how the assessment items would be used to modify instruction and the time frame for administering, recording, interpreting, and disseminating test results. The assessment management chart for Level I was inserviced and accepted by the Reading Team. Level II management of assessment chart was completed by the Reading Team. Level III testing did not necessitate a written plan in that the specialists have complete responsibility for their own program planning. Both charts, along with the record-keeping (housing) procedures, were placed in the handbook. A total inservice review of assessment was done by the Reading Team with the staff in order to review and/or clarify any misunderstanding of the assessment plan. The management component of the assessment plan is the maintenance check for the assessment indicators identified on the checklist, and it is through this means that appropriate programming will be guaranteed.

CONCLUSION

Dodge Park chose to accept participation in STAR for the duration of the project. However, with four administrative changes during the Project's life-span, leadership, understanding, and commitment to the purpose of the project did not equal the progress made by the staff and team.

Project STAR Report
Edmonston Elementary School
Prince George's County

Principal: Margaret O'Hare

STAR Resource Teacher: Kathy Riley *Phone:* 864-3413

INTRODUCTION

Edmonston Elementary School is a remodeled, traditional school of nine self-contained classrooms and a small cafeteria. The enrollment is presently under 200 and decreasing. The Title I program was discontinued in 1977. The school will close in 1979. Midway in the second year of Project STAR there was a change of administration. The school has been serviced by emergency school assistance floating faculty.

PRIORITIES

After documentation and validation of the total reading program, the evaluation was presented to the staff. Needs were examined based on the validation and the teacher perceptual survey and then prioritized by the staff. The goals listed below were identified as critical ones needing the focused attention of all staff members.

The three major goals were (1) to identify population groups; (2) to establish procedures for collecting, interpreting, and using formal and informal assessment data to plan the instructional program; (3) to develop a content reading program using identified student needs and interests, available human and material resources, and sound instructional strategies.

The first priority was to identify the student population of Edmonston Elementary School. The first activity was to alert Prince George's County supervisors of the need for system-wide criteria for determining population groups. The county complied with the request and drafted a working copy which included the characteristics, assessment instruments used, and program objectives for each population group. The staff at Edmonston then used the county criteria to identify the population groups within their classroom and the STAR Resource Teacher compiled the population data for the total school. The Reading Teacher presented the same information to the school Instructional Team in order to insure coordination of services.

The second priority was to establish procedures for collecting, interpreting and using formal and informal assessment data to plan the instructional program. It was first necessary for the STAR Resource Teachers to design a format to coordinate all formal and informal assessment tools in the school. A chart format was used which included the name, type of instrument, assessed areas, and diagnostic decisions to be made. Once the data was recorded, it was necessary to plan for managing the data. Again, a chart format was decided upon. The management assessment plan included a description of how the assessment items would be used to modify instruction and the time span for administering, recording, interpreting and disseminating the test results.

The STAR Resource Teacher completed the assessment sequence for Level I testing for the school as it included all county mandated tests. The Reading Team then took on the task of completing the information for Levels II and III. Level II included those tests given for specific diagnosis which determine instructional groups and special programs.

At this point, the Reading Team decided that the procedures for placing children in basal readers did not insure that students were placed appropriate to their instructional level. In addition, procedures for monitoring student progress were not established. The team decided on an assessment sequence and accompanying record keeping devices. Appropriated inservice was given.

The final steps required the specialists on the team (special education, reading and speech) to complete the information regarding the assessments they administer, Level III tests.

The Reading Team then disseminated the information to the staff. As a result, the teachers are more knowledgeable of the tests given and the data obtained from them.

The third priority was to develop a school content reading program. The first activity was to identify student needs. The Reading Team analyzed the data from the ITBS testing and identified areas of need as well as individual students in need of further screening. In addition, classroom teachers used the content selections of the Group Diagnostic Inventory.

The second activity was to survey student interests and attitude toward reading. The Reading Team designed a reading attitude/interest survey and the media specialist administered the survey to all students. The Reading Team tallied the data and reported it to the staff in order to facilitate the staff's utilization of the interests to provide motivated students with content materials of interest.

The third activity—inservicing the staff on the competencies involved in content reading skills—was greatly facilitated by Emergency School Assistance Floating Faculty. Intensive inservice was held for seven days. In addition, the STAR Resource Teacher provided a one-credit course both semesters for teaching reading in the content areas. The Reading Team with input from the staff and the Floating Faculty devised school guidelines for teaching content reading.

The fourth activity, establishing a balance between literary and content reading skills was facilitated by the above described activities. The teachers incorporated a four-part followup into content followup and provided Directed Reading Activities in the content areas. As a result, the staff is supplementing the basal reader with content material five-ten percent of the reading block instructional time.

CONCLUSION

Edmonston Elementary School is closing; however, each staff member will take with him/her the techniques he/she viewed as the most successful. Paramount among these techniques are placing students in materials appropriate to their instructional levels and developing procedures for monitoring their progress. In addition, each staff member will have the knowledge gained in developing the school content reading program.

The handbook is a compilation of curriculum and instructional materials which teachers need to enable them to successfully fulfill their responsibilities. It will be used as a ready reference for all the staff members developing a consistent and continuous reading program. Hopefully, staff members will become knowledgeable leaders of the Reading Teams in their new perspective schools.

Project STAR Report
Green Valley Elementary School
Prince George's County
1977-1979

Principal: David K. Jamison *Phone:* 894-8121
STAR Resource Teacher: Sandy Johnson

INTRODUCTION

Green Valley Elementary School is a traditional school of average size located in the southern part of Prince George's County. The area that the school services is a very transient area located inside the beltway. Twelve classroom teachers, five specialists, and two aides make up the staff. The classes are basically self-contained, with cross grouping only to assure appropriate placement of students.

PRIORITIES

After validation and an inservice session on the results of the teacher assessment survey which was administered in Project STAR, the staff set its priorities and action plans were written. The staff decided to work on establishing a Reading Team, content reading guidelines, assessment, staff development, and identifying population groups.

As a result of the implementation of the above action plans, the staff, principal, and STAR Resource Teacher felt that the following goals had the greatest impact on the school: (1) to develop and utilize a team approach to coordinate the total reading program; (2) to establish procedures for collecting, interpreting, and using formal and informal assessment data to plan program; and (3) to identify the student population of the school.

Because of the need for a means to implement the action plans, the school decided the establishment of a functioning Reading Team would be its first priority.

The first year's Reading Team was appointed by the principal with a representative from the primary and intermediate departments and the specialist in the school, such as, reading, media, and special education resource teacher. After working with this team for one year, the principal felt that he could gain greater commitment from the staff if every staff member were a part of the team. With this in mind the staff was divided into three teams. Each team was made up of teachers from each level and specialists. The principal served as leader for one team, the reading teacher another team, and the STAR Resource Teacher the third team.

A schedule was developed and placed in the teacher handbook. The teams met once a week with the final meeting of the month a joint meeting of the three teams. During the individual team meetings, each team addressed the same topic. A report was placed in every teacher's mailbox so that each team would know what the others had agreed upon.

During the joint meeting, the total team would come to consensus. After a month of meeting in this manner, the total (joint) team decided that more would be accomplished if each team focused on different tasks and reported to the total team. This procedure was employed for the rest of the year and proved very effective.

The second priority was to establish procedures for collecting, interpreting, and using formal and informal assessment data to plan program. The four STAR Resource Teachers in Prince George's County met to design a chart to coordinate all of the formal and informal assessment tools in the school. This chart included the name and type of instrument, assessed areas, and diagnostic decisions that could be made from the instrument. Upon completion of this chart the STAR Resource Teachers began working on a format for managing the data in the assessment plan. This chart included a description of how the assessment items would be used to modify instruction and a time span for administering, recording, interpreting and disseminating test results. Upon completion the two plans were accepted by the Reading Team. The team members then recorded the information asked for on the chart. An inservice was held for the teachers and the two plans were placed in the teachers' handbooks with the understanding that they would be reviewed and updated at the beginning of each year.

The third goal, identification of the student population, had the greatest impact on the school. It became evident during the collecting of data for validation that neither the school nor the county had any guidelines for the identification of the population groups as asked for on the STAR validation form. The first thought was to set up criteria for the school, but after much work, it was felt that guidelines were needed for the entire county since six county schools were participating in the Project.

A meeting with Dr. Jack Cole, the area reading supervisors, principals, and STAR Resource Teachers was held. The group worked on the guidelines and Dr. Cole had working copies made. After getting input from other county personnel, the final copy was distributed to all schools in the county. This document not only gave the schools guidelines for identifying the population groups but also included the assessment tools used to identify these students and the objectives for each group.

Once the Reader Population Chart had been developed, inservice sessions were held in the school on the chart. The first session was for the Reading Team and the second for the entire staff. These sessions were designed to define and clarify terms used in the identification of population groups. Charts to be used by classroom teachers to record the number of students in the various groups were then distributed to the staff with an inservice on procedures to be followed in recording the information.

Conferences were held with each of the classroom teachers to discuss students and their appropriate placement in the academic program. Because of the many questions that teachers had, the Reading teacher, STAR Resource Teacher, special education resource teacher, and the principal were included in these conferences. The meeting was held in the conference room which houses the school reading board thus offering an excellent opportunity to update the board at the same time.

As a result of the school's involvement in the identification of these groups, the supervisor of reading designed a chart that summarizes the number of students in each of the groups for the entire school. This chart or form was completed by the STAR Resource Teacher who used the individual classroom forms to get a tally.

CONCLUSION

The Green Valley staff feels that Project STAR was a very valuable experience providing an excellent opportunity to assess the total reading program and to make changes. The STAR Resource Teacher and two state resource specialists provided by the state made it possible to implement the Project's goals and objectives.

Project STAR Report
Kentland Elementary School
Prince George's County
1977-1979

Principal: Ron Etue *Phone:* 773-1011

STAR Resource Teacher: Linda Gonyeau

INTRODUCTION

Kentland is an older, one-story school inside the beltway surrounded by rental homes and apartment complexes. Approximately 15 percent of the parents in the school own their own homes. The socio-economic status of the community is low with 25 percent of the student population receiving breakfast and over 50 percent free lunch. Sixty percent of the students come from single parent homes.

The students are predominantly black (90 percent) with a small Korean (4 percent) and white (6 percent) population. The staff is stable and mature. The rate of student and administrative transiency is high (40 percent) and student enrollment has declined over the past three years from 700 to 480.

Presently there are 16 contained classroom teachers, four of whom are assigned to combination grades and one to a junior first grade. Support services consist of a vice-principal, full-time reading specialist, eight Operation Moving Ahead (O:MA) aides, two special education teachers, a part-time guidance counselor, speech pathologist, English for Speakers of Other Languages teacher, O:MA resource specialist, school community worker, and students from the University of Maryland. Area services include a generalist, helping teacher, pupil personnel worker, school psychologist, along with program/content specialists who provide services upon request.

PRIORITIES

A summary of the validation results indicated that the school needed to develop an assessment plan consisting of a testing and management component and record-keeping system, extending the school's inventory, developing a functional reading and content program, and coordinating the total reading program in written form.

Assessment was identified as a major priority because of the rate of student transiency, the foresight of realizing the ramifications of developing an assessment plan, and the decision on the part of the staff to organize the diagnostic component of the school's reading program. Upon working with assessment, the need for developing a new means, procedure, and plan for achieving the accountability criteria became extremely important to the staff--thus a major priority. The outcome of assessment created a strong concern for organizing support materials and this emerged as the third priority goal. A written description of the Reading Team in the form of a handbook was also a priority for Kentland. This evolved from the need to provide the staff with a consolidated account/explanation of the reading program. The four major priority goals were (1) to establish procedures for collecting, interpreting, and using informal assessment data to plan programs (to develop an assessment plan); (2) to establish the means, procedure and plan for achieving the accountability criteria; (3) to develop a support materials inventory for language arts; (4) to develop a written description of the school's reading program.

The first priority goal was an assessment plan. The initial task was to design a plan for planning programs that coordinate state, county, and local assessment within the school. The STAR Resource Teachers met and constructed a chart which included the name of the test, type of instrument, assessed areas, and diagnostic decision to be made for the three levels of testing (gross, specific, and indepth). Level I data was recorded by the STAR Resource Teachers and presented to the staff and Reading Team. Upon acceptance of the format, the Reading Team--in conjunction with grade level staff members--researched, collected, and completed the chart for Level II testing. Upon total completion and inservicing of the testing component, the STAR Resource Teachers developed a plan for managing the data. This, too, was in the form of a chart which included a description of how the assessment items would be used to modify instruction and the time frame for administering, recording, interpreting, and disseminating test results. The assessment management chart for Level I was inserviced and accepted by the Reading Team. Level II management of assessment chart was completed by the Reading Team. Level III testing did not necessitate a written plan in that the specialists have complete responsibility for their own program planning. Both charts and the record-keeping (housing) procedures were placed in the handbook. The Reading Team gave an inservice for the staff to review and/or clarify any misunderstanding of the assessment plan. The management component of the assessment plan is the maintenance check for the assessment indicators identified on the check list and guarantees appropriate programming.

The second major priority goal was testing team and an ITBS plan. As an outgrowth of the validation results and as a result of working through the assessment plan, the need to specifically plan for meeting the accountability criteria surfaced.

A staff presentation of test results using trends, a scattergram of Cluster placement, percent of residuals, and stable population scores brought about a positive attitude toward seeing the gap between the real and ideal obtainable. With this mindset a staff survey was conducted to determine a means for developing plans. The survey indicated a meeting was necessary. The staff brainstormed at this session to determine schoolwide needs for improving scores. The outcome produced a three-fold plan along with the need for a team to address specifics—content, inservice, monitoring evaluation.

The majority of the original group became the official testing team lead by the vice principal. The testing team received team skills inservicing and developed a written description which assisted in producing the final product. After the plan was written, the team provided a written description and calendar, inserviced the staff, monitored the components, and conducted an evaluation. (Improved test scores is the ultimate evaluation.)

The demonstrated success of this team, the written description (placed in the handbook), organizing for next year, initiating a functional reading plan, and having assigned maintenance responsibilities insure the continuation of this component.

As an outgrowth of establishing procedures for ordering, collecting, and distributing materials and developing school criteria for purchasing material, and as a result of planning appropriate programs based on the outcomes of the assessment plan, the third priority goal--the need for identifying (inventorying) specific support materials became critical.

From a staff survey of available materials it was determined that the special education teacher, O:MA resource teacher, reading specialist, media specialist, and STAR Resource Teacher (lending center) housed the concerned materials. Then the team brainstormed to determine the inventory format and categories. It was determined that the name of material, publisher, skill/use, location, level, and number on hand would be needed in ten areas of the language arts. The staff discussed the form which was approved, printed, and completed by the identified specialists. Next the team organized each printed inventory by category and sent the compiled inventory to printing. An inservice was conducted by the team to explain/review the organization, utilization, procedure for updating and housing. The extent of the benefits from such a product have not been fully realized; thus, evaluation of the inventory is targeted for next year.

In providing project feedback and background to the staff and Reading Team, both identification and interpretation of reading program components were addressed in formal and informal inservices; the fourth goal. As a monitoring device for action plans, a visual representation of a total reading program was constructed and referred to at team and staff meetings. As written plans were completed, they were placed into a notebook. These strategies set the stage for developing a format and a written description of the schools reading program.

The team then brainstormed to determine a plan for writing a description. It was decided that the notebook would become the reading handbook and would be organized around the seven clusters. Again the team brainstormed to determine what information whould be included within each Cluster. Material was provided for the handbook by specific team members and the finished product collated by the team. The handbook was inserviced and distributed to each staff member with the outcome being a preserved description of the reading program. Inservice and review of the handbook are built into the maintenance plans, thus assuring ongoing familiarity with the established program.

CONCLUSION

Kentland's participation in the Project was a positive experience felt and demonstrated by both staff and students. The school recognized the

Project as a process and where ultimate leadership responsibility rests. The prognosis for Kentland's continuing the development of a successful reading program is excellent, thus documenting the effectiveness of the Project and the school's involvement.

Project STAR Report
Sandymount Elementary School
Prince George's County
1977-1979

Principal: Betty Jo Petty *Phone:* 423-6633
STAR Resource Teacher: Marian E. Ellis

INTRODUCTION

Sandymount Elementary School is a conventional, two-story building which was built in 1956. The furniture is of the same vintage, giving a rather worn look in spite of the efforts of teachers to enhance the appearance. The landscaping is attractive and is an asset to the school.

The student population of approximately 450 has changed drastically within the past five years from an almost all white school to predominantly black. The majority of the students are boys. The mobility rate of students is high as families move in and out of the three apartment complexes served by the school. Most of the students live with only one parent or with two working parents. These students either go to a babysitter at the close of school or go home with keys around their necks to an empty house. Many are unsupervised until late in the evening. Approximately 140 students ride a bus to school. Two buses bring students from a non-contiguous area as a result of desegration.

All of the teachers at Sandymount are certified teachers, over half hold an Advanced Professional Certificate. Basically, the school is self-contained; however, provisions are made for exchange of individuals who do not fit within the assigned classroom.

PRIORITIES

As a result of the first validation session, the faculty was able to identify its strengths and weaknesses and to prioritize its needs. The faculty of Sandymount selected writing the philosophy, dissemination of goals, and objectives, and developing an assessment program as the three major priority goals to address itself.

The development of a school philosophy became the first priority. Before any improvement or change in the reading program could take place, there was a definite need to pull together the faculty's perception of reading and to develop some common understandings. Developing a philosophy (point-of-view) would enhance communication and also be an expression of unity. Two faculty meetings were held for brainstorming ideas that could be accepted by all. A list of thoughts and ideas that could be put into a written selection and were representative of the teachers' feelings were compiled. The principal, who was sincerly interested in this task, wrote the first draft, recognizing all the input. This philosophy was circulated and modifications were recorded. Again, the principal went to the "drawing board" and incorporated the recommended changes. A faculty meeting was held to review the revised document and to get concensus. The philosophy was accepted and placed in each teacher's professional handbook. At present, we are involved in working with the Student Council who is rewording the philosophy into "kids' language," and we are planning to display both versions in the school lobby. A true sense of accomplishment was experienced by all at the conclusion of this particular project.

Because the school is eager to improve communication, both within and outside the school, it chose as its second priority the dissemination of goals and objectives to the students, faculty, and community. It was felt that this task would actually set the purpose for the school's existance and help provide for a continuous program in reading. The Reading Team met to brainstorm ways that the instructional objectives could be disseminated to students and a list was compiled. The faculty then met to study this list of activities and to decide which ones they wanted to implement during the school year. Following this, the Reading Team wrote action plans for the selected activities, set the calendar, and assigned responsibilities. One activity in particular that "clicked" within the school was the proclamation of "Tell-Me-Why" Week. This followed an inservice session emphasizing the value of stating objectives on student assignments and activities. A concentrated effort was made throughout the school to have the students become aware of why they were participating in activities, and what it was they were to learn. Teachers were encouraged to include objectives on all forms of written work.

The scope and sequence for the school system is used as Sandymount's instructional objectives, and, hence, this material was placed in the professional handbook and distributed to each teacher. The objectives were disseminated to the community by means of the parent bulletin. Each issue included some item related to curriculum or instruction. In addition each bulletin described a learning activity to be conducted at home. Parents were very receptive and became better informed on school activities. Although the faculty continues to see a need for more work in communications at all levels, it is felt that a giant step has been made in that direction.

The third priority was to give structure to the school's assessment program so that the total staff could know what was involved. Since this priority was also set at other STAR schools, it was decided that the STAR Resource Teachers would combine their efforts and design a format in chart form to coordinate all formal and informal assessment tools in the school. The STAR Resource Teachers then had several work sessions to construct such a chart, which included the name and type of instrument, the assessed areas, and the diagnostic decisions.

Another chart was drafted by the STAR Resource Teachers to strengthen the managing of the assessment program. This chart recorded how the assessment tools would be used to modify instruction and included a calendar for administering, recording, interpreting, and disseminating test results. The STAR Resource Teachers then worked with their respective Reading Teams to develop an understanding of what the assessment program entailed and to review the charts that had been constructed.

After the Reading Team at Sandymount accepted the format of the charts, the STAR Resource Teacher gathered the information required for completing the charts. The staff was then inserviced concerning the assessment program, and the charts were placed in the teachers' professional handbook. As a result of working on this priority, the teachers have become cognizant of the total school's assessment program and are aware of each teacher's responsibilities to it. Also, maintenance of the assessment plan has been ensured by building in dates for review and updating.

CONCLUSION

Sandymount has participated in Project STAR for two years and because of the principal's support and the cooperation of the faculty the following accomplishments were made:

1. Establishment of a Reading Team
2. Development of a professional handbook for teachers

3. Development of a written school philosophy accompanied by the students' version to be displayed in the lobby
4. Development of a reading board which serves as a visual for school organization
5. Development and administration of student interest/attitude survey
6. Development of role descriptions
7. Development of an assessment plan
8. Development of parent involvement program
9. Development of an oral language program K-1
10. Utilization of surveys, agendas, and evaluations for Inservice
11. Creation of a calendar for 1979-1980

Project STAR Report
Silver Hill Elementary School
Prince George's County
1977-1979

Principal: JoAnne Thompson *Phone:* 423-3350
STAR Resource Teacher: Marian Ellis

INTRODUCTION

Silver Hill Elementary is a Prince George's County school located within the beltway. It has a population of 325 students with a mobility rate in excess of 60 percent. The staff consists of ten classroom teachers, one kindergarten teacher, one special education resource teacher and a support team of physical education, music, media specialist, speech and reading team on a part-time ratio, with one administrator, one full-time and one part-time secretary, and a cafeteria staff which satellites from Suitland Senior High.

The students are heterogeneously classed with ability grouping in the instructional areas. The staff major groupings are by SIT, grade level, Reading Team, and speciality instructional inservice interest.

PRIORITIES

Population grouping was rated the first priority. During the process of developing our assessment chart, it became evident that there was a need to uniformly differentiate between the various student reader types. In evaluating these factions, the need for system-wide input and, in fact, development became necessary. At that point, the school system established a population chart which incorporated group characteristics and instruments appropriate for assessment and, thereby, matched them to county objectives. After the student population charts had been distributed to each school, the STAR Resource Teacher and Reading Team spearheaded their inservice to the staff and implementation and compiling.

Assessment—the second priority--was a prime consideration for organizational and operational procedure. A systematic format for coordinating assessment data into a function chart was established which would allow for interpretation and flow into program planning.

Interest and attitude inventories was the third priority. In restructuring the reading program and in identifying students by population type, the uniqueness of our children became more and more evident. In viewing how our children's unique characteristics affect the impact of a standard reading program and, indeed, how they affect unknowingly even a program specifically designed for them, it was decided that a better, more accurate way of obtaining information about the reading interest and attitudes of our students was needed.

As a preliminary step towards achieving this, the Reading Team gathered samples of various reading interest/attitude inventories. The Reading Team then reviewed this material from both a primary and intermediate point-of-view. The Reading Team fairly quickly decided on one instrument for the primary level and presented it to the primary staff who readily accepted it. At the intermediate level it was finally decided to allow the principal, who showed considerable interest, to devise an interest inventory which might collect unbiased data. This instrument was developed and received approval of both the Reading Team and instructional staff.

The Reading Team decided to have the media specialist administer the inventories. In tabulating the results it was decided that this approach was indeed useful and held the potential for yielding additional information pertinent to refining our reading program. It has thusly been decided to expand the use of interest/attitude inventories.

CONCLUSION

As a result of Silver Hill participating in Project STAR for two years, the following was accomplished:

1. Development of a Reading Team
2. Development of a professional handbook for teachers
3. Development of a school philosophy on reading
4. Development of a reading board which serves as a visual for school organization
5. Development and administration of student interest/attitude survey
6. Development of role descriptions
7. Development of an assessment plan and management of assessment

8. Development of a parent involvement program
9. Utilization of surveys, agendas, and evaluations for Inservice.

PART SIX

STAR PARENTING PROJECTS REPORT 1978-79

PURPOSE

STAR Parenting Projects were developed to complement the efforts of the overall STAR Reading Project by providing assistance to parents who wished to help their children read better.

FINDINGS

The STAR Parenting Projects were found to support effectively the goals and objectives of the STAR Reading Project. Listed below are empirical findings from the parenting projects:

1. As parents' knowledge of the reading process and skills increased, the children's performance on reading tests improved.
2. There was a positive change in attitude by teachers towards the parents in the school community. This finding is supported by the increase in school volunteers and the more positive parent-teacher conferences as reported by the teachers.
3. There were at least 2,581 parents involved in the 24 STAR Parenting Projects (See Table 4).
4. The principals in STAR schools found that Parenting Projects provided them with a successful vehicle for community outreach and increased school support for parent involvement. The establishment of parent lending libraries, a principal's newsletter with home-based learning enrichment ideas, and grade level parent discussion groups proved to be particularly effective.
5. Parents became skillful in adapting suggested enrichment activities to help with their children's learning needs and become resourceful in expending their own repertoire of reinforcement activities.
6. The development and conduct of STAR Projects were linked with Title I activities. An exchange of ideas and products grew out of the parenting projects.
7. The conduct of the STAR Parenting Projects provided a means for identifying and recruiting under-educated adults to be served through Adult Basic Education. The Parenting Project in two schools resulted specifically in the establishment of Adult Basic Education classes.
8. In those projects where parents were involved in planning and implementing activities, parent commitment and participation were greater than in those projects with less parent involvement. This finding is supported by statistics on follow-up participation. Some examples of parent involvement includes video-tapes of parents actually demonstrating home-learning activities, and parent participation in field trip and related follow-up activities.

TABLE 4
TABULATION OF PARENT INVOLVEMENT IN STAR PARENTING PROJECTS

Parents involved in:

Schools	Name Of Project	Parents Served by the Project	Planning	Making Materials	Attending Discussion Groups	Becoming Volunteers	Listening To Guest Speaker	Receiving Home Lrng. Materials	Features of Project that had Greatest Impact on the Parents as Reported by School	Teacher Attitude Change toward the Community as a Result of the Project as Self-Reported
Anne Arundel County										
1. Ferndale	Home Reading Activities	20	3	8	30	0	30	15	Parent and teacher selection of commercial materials to use at home	none specific to the project
2. Ridgeway	Parent Vol. Trg. for Reinforcing Assessed Skills in Reading.	15	10	12	15	14	15	15	Workshops for parents on self-concept, reading skills, helping at home	Overtime, a more positive view taken
3. Severn	Operation Home Learning PACS	50	50	50	6	4	50	75	P.T.A. presentation - "Make-It-Take-It"	More interest in community activities
4. Solley	Trips & Tips	40	3	0	0	3	0	85	Bus trips into Baltimore by parents and children for long experiences	Teachers and parents work closely
		125	66	70	51	21	95	190		

TABLE 4 (continued)
TABULATION OF PARENT INVOLVEMENT IN STAR PARENTING PROJECTS

Schools	Name Of Project	Parents Served by the Project	Parents involved in: Planning	Making Materials	Attending Discussion Groups	Becoming Volunteers	Listening to Guest Speaker	Receiving Home Lrng. Materials	Features of Project that had Greatest Impact on the Parents as Reported by School	Teacher Attitude Change toward the Community as a Result of the Project as Self-Reported
Baltimore City										
1. Woodson	Home Reading Activities	50	1	2	NA	5	NA	40	Packets prepared to be borrowed and used at home	More interactions between parents
2. Curtis Bay	HOPE (Helping Our Parents Educate)	60	0	7	60	10	0	10	Demonstrations with children and question and answer sessions	None specific to the project
3. J. Monroe	PITCH	8	6	10	0	5	0	8	*Informal small group meetings	None mentioned
4. Liberty	HELP (Home Education Learning Program	90	4	20	15	7	15	90	Monthly meetings of parents on various topics, active volunteer program	Most appreciative of increased volunteer help
5. G. Washington	Milestones	20	0	0	0	1	00	20	Dissemination of test results for reading proficiency thru Milestones newsletter	None specific to the project
6. H. Tubman	P.O.D. (Parent Outreach and Discovery)	185	25	50	75	20	100	80	Initiation of basic discussion groups; explaining test info to parents	More positive feelings
7. Waverly	TIPS (To Involve Parents in School)	50	1	10	22	8	0	15	Resource materials for home use; demonstration lessons using parents and children	Greater use of volunteers

* 6-8 week

TABLE 4 (continued)
TABULATION OF PARENT INVOLVEMENT IN STAR PARENTING PROJECTS

Schools	Name Of Project	Parents Served by the Project	Parents involved in: Planning	Making Materials Mat	Attending Discussion Groups	Becoming Volunteers	Listening to Guest Speaker	Receiving Home Lrng. Materials	Features of Project that had Greatest Impact on the Parents as Reported by School	Teacher Attitude Change toward the Community as a Result of the Project as Self-Reported
Baltimore City										
8. Rutland	STAR - Parent Involvement	36	8	12	36	10	15	10	Making learning activities related to child's class work.	Better communications about student problems
9. Tilghman	A.B.C.	15	3	5	12	8	0	20	Parent Discussion Group	
		115	48	116	220	74	130	293		

TABLE 4 (continued)
TABULATION OF PARENT INVOLVEMENT IN STAR PARENTING PROJECTS

Parents involved in:

Schools	Name Of Project	Parents Served by the Project	Planning	Making Materials	Attending Discussion Groups	Becoming Volunteers	Listening to Guest Speaker	Receiving Home Lrng. Materials	Features of Project that had Greatest Impact on the Parents as Report School	Teacher Attitude Change toward the Community as a result of the Project as Self-Reported
Charles County										
1. Glasva	HELP (Home Education Learning Projects)	70	0	60	10	15	0	20	Parent Discussion Group	Workshops helped teachers change views
2. Gale-Bailey/ Mt. Hope Nanjemoy	HELP (Home Education Learning Projects	811	35	25	0	10	0	811	Regular distribution (weekly) of "Home Happenings" recipes	not certain
3. Wayside	TIPS	200	0	0	40	11	40	200	The Tips booklet for parents	More in touch with community issues
		1081	35	85	50	36	40	1031		

TABLE 4 (continued)
TABULATION OF PARENT INVOLVEMENT IN STAR PARENTING PROJECTS

Parents involved in:

Schools	Name Of Project	Parents Served by the Project	Planning	Making Materials	Attending Discussion Groups	Becoming Volunteers	Listening to Guest Speaker	Receiving Home Lrng. Materials	Features of Project that had Greatest Impact on the Parents as Reported by School	Teacher Attitude Change toward the Community as a Result of the Project as Self-Reported
Prince George's County										
1. Edmonston	Moving On With Parents	60	6	6	60	5	60	180	A slide/tape made by teachers at Edmonston entitled "Motivating A Child to Read"	Teacher promoting sessions in class increased parent attendance
2. Green Valley	PIE (Parents Involved in Education)	30	0	2	0	0	0	30	Recipes sent home via newsletter	None
3. *Colmar Manor	PIE (Parents Involved in Education)	*300+	34	0	110	5	120	300+	Self esteem calendars and slide/tape on [illegible] self-concept	Careful planning has begun to pay off
4. Kentland	ICE (Involving the Community in Education)	100	25	0	25	2	20	100	The Bookmobile and the Parent Lending Center in school library	Teachers have better feelings toward the few parents who came regularly
5. Sandymount	PAIR (Parents Are Important Resources)	208	0	15	0	0	30	208	Make-It-Take-It workshops	Small parent turnouts only reinforce negative impressions
6. Silver Hill	PACKET (Parent & Community Key Educational Team)	163	0	0	26	12	26	112	Materials sent home was highly appreciated as noted by evaluation sheets	Parent conferencing skills have been improved by the project.
		861	65	23	221	24	256	930		

*Recipe ideas at Colmar Manor were shared with principals of nearby schools. The number of parents served at these other schools cannot be determined.

TABLE 4 (continued)
TABULATION OF PARENT INVOLVEMENT IN STAR PARENTING PROJECTS

			Parents involved in:							
Schools	Name Of Project	Parents Served by the Project	Planning	Making Materials	Attending Discussion Groups	Becoming Volunteers	Listening to Guest Speaker	Receiving Home Lrng. Materials	Refer to Pages 1-5	Refer to Pages 1-5
TOTAL - 24		2581	214	294	542	155	571	2444		

9. Through the conduct of STAR Parenting Projects, 155 parents served as volunteers in a variety of activities.

CONCLUSIONS

1. Although many formats were used to conduct the STAR Parenting Projects, no one format was found to be more effective than another and all apparently resulted in improved school-community relationships.
2. The key to the success of STAR Parenting Projects appeared to be staff and parent interaction and commitment.
3. The operation of STAR Parenting Projects required a minimum of financial resources. The primary expenses were for expendable material and salaries for substitutes.
4. The operation of the projects generated school staff skills and material resources to help children improve their reading.
5. The projects created some new linkages of support for schools such as Title I and adult education services together in programs for parents and their children. School and home communication improved as a result of the projects.

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APPENDIXES

APPENDIX A
STAR PROJECT DOCUMENTATION FORMS

CLUSTER: I. Goals & Objectives

To develop and articulate to staff, students, parents and community an instructional point-of-view and objectives based on state and local education system philosophy, goals, and objectives.

School ____________________

Validating Person/s ____________________

____

Date Evaluated __________ Date Met __________

STANDARD & INDICATORS	LOCATION	SUGGESTIONS FOR ACTION PLAN
1. *Each school should have a formally written point-of-view which is consistent with those of the state and the local school system.* INDICATORS INCLUDE: __________ 1.1 Written school point-of-view __________ 1.2 Written school system point-of-view __________ 1.3 School's point-of-view includes school system point-of-view __________ 1.4 School's point-of-view includes state point-of-view __________ 1.5 School's point-of-view includes school point-of-view developed with input from: staff, parents, and/or consultants ADDITIONAL INDICATORS INCLUDE:		

APPENDIX B
PROCESS MODEL OVERVIEW

The process model (see Figure 4) for Project STAR includes seven phases. These phases are used to plan changes in a school's identified program. This model provides the means to develop a school's total reading program and to implement the Standards for Successful Reading Programs in keeping with Maryland's Reading Plan for the seventies.

PHASE I: Orient Staff

The orientation phase of the Project includes securing a reciprocal agreement between the State Department of Education and the LEA to be involved in the Project; introducing the Project to central staffs, principals, and school staffs; conducting principal workshops that will provide an overview of the total Project; and conducting joint personnel training for school-based STAR Resource Teachers and designated LEA representatives.

The orientation phase also includes apprising STAR Resource Teachers, designated LEA representatives, and school staff on the seven Project phases. In addition, the State STAR Team presents "focus" workshops before each new Project phase. These workshops concentrate on the skills and procedures needed to implement each process phase.

PHASE II: Assess Program

The assessment phase includes a total program assessment of each school involved in the Project. This assessment involves the collection and analysis of data affecting the reading program of each school. The STAR Team, LEA liaisons, school principals, and school staffs use the Standards for Successful Reading Programs as the basic tool for this assessment. From this analysis the strengths and weaknesses of the reading program are determined and a profile of the school developed. The Validation Team jointly decides where program changes are to occur and whether or not a Standard has been met. The results of this assessment are then recorded.

PHASE III: Establish Program Goals and Priorities

Immediately after completion of program assessment, each school develops goals for the reading program. These goals are placed in priority order according to assessed needs of the school. A summary sheet is used to record the number of Standards met and the priorities established.

PHASE IV: Develop Action Plans

The Action Plan Phase is devoted to developing objectives and activity plans for reaching the program goals set during and after program assessment. These action plans are developed by local school staff and the STAR Resource Teacher with input as needed from LEA staff and the State STAR Team. (See Figure 6, pg. 48.)

APPENDIX B (continued)

PHASE V: Implement Action Plans

The fifth phase--and the longest one--is the implementation of written, agreed-upon action plans. The time period for this phase varies from school to school depending upon the long-term and short-term goals set for the reading program. The State STAR Team will assist schools in identifying support personnel to implement action plans and will provide technical assistance to LEA staffs to facilitate the implementation of action plans.

PHASE VI: Evaluate Attainment of Goals and Priorities

The process for determining if program goals developed in Phase III have been attained occurs when a school staff feels that most of the planned activities have been completed. Therefore, Phase VI varies according to the action plans developed. A part of this evaluation includes reevaluation of Standards. During Phase VI, the validation team reconvenes for the purpose of assessing the accomplishment of action plans and offering assistance to schools as they prepare for the maintenance of their instructional program.

PHASE VII: Develop and Implement Maintenance Plans

The maintenance phase is that phase of the process model that allows for conservation of a well-balanced reading program. Maintenance is ongoing and provides strategies for continual program assessment on a regular basis. This phase also includes yearly management procedures necessary to sustain the desired level of program development.

APPENDIX C
PROJECT STAR GOALS AND OBJECTIVES

Participants in Project STAR agreed by consensus in June 1978, that the following goals and objectives represent the mission of the Project.

MISSION STATEMENT: Project STAR will improve the reading program in selected schools by providing technical assistance in the following areas:

I. IMPROVING THE PERFORMANCE, ORGANIZATION, AND ADMINISTRATION OF ELEMENTARY SCHOOLS' READING PROGRAMS

- A. Student Performance
    1. To identify prerequisites for successful performance in reading comprehension
    2. To improve achievement of the prerequisites
    3. To improve reading comprehension at the levels tested
- B. Staff Performance
    1. To identify inservice needs necessary to improve the reading program
    2. To improve the instructional competency of staff members participating in the reading program
- C. Organization and Administration
    1. To have schools identify standards critical to improving their reading programs
    2. To have schools meet mutually agreed upon standards

II. PROMOTING INTERAGENCY/INTERDISCIPLINARY COOPERATION

- A. Interagency Cooperation
    1. To encourage lines of communication between state, local system, and school education agencies
    2. To coordinate federal, state, and school programs within the school
- B. Intraagency Cooperation
    1. To encourage lines of communication within the Maryland State Department of Education

2. To encourage lines of communication within school systems and schools

3. To articulate to Project Basic identified processes used to make changes in school reading programs

C. Interdisciplinary Cooperation

1. To involve state and local personnel in reading, guidance, language, and special education in support of the reading program

2. To provide funds and/or personnel to develop and implement projects in adult education, guidance, and language

3. To identify and involve additional sources of support for the school reading program (e.g., special education, early identification, early childhood, Title I)

III. DEVELOPING AN ENVIRONMENT IN WHICH CHANGE CAN OCCUR

A. Facilitate Stages of Change

1. To develop a process model for improving school programs

2. To use the process model to improve school reading programs

B. Secure Commitment

1. To use participatory management techniques to involve school, school system, and state personnel in improving the school program

2. To form linkage systems which assist schools in improving reading programs

3. To secure and involve community support for improving the reading program

C. Monitor

1. To monitor implementation of the process model

2. To monitor special projects associated with Project STAR

3. To monitor inservice provided by Project STAR personnel

IV. DEVELOPING NEEDED COMPETENCIES TO IMPROVE READING PROGRAM CONTENT AND MANAGEMENT

A. Project Disciplines

1. To provide STAR Resource Teachers (SRTs), principals, school staffs, area and/or central staffs inservice in the content knowledge of reading, language, and guidance

2. To provide SRTs, principals, school staffs, area and/or central staffs inservice to develop positive attitudes toward reading, language, and guidance

3. To provide SRTs, principals, school staffs, area and/or central staffs inservice in instructional skills and strategies in reading, language, and guidance

B. Program Management

1. To provide SRTs, principals, school staffs, area and/or central staffs inservice in implementation of process model

2. To provide SRTs, principals, school staffs, area and/or central staffs inservice in the change process

3. To provide SRTs, principals, school staffs, area and/or central staffs inservice in the team approach

4. To provide SRTs, principals, school staffs, area and/or central staffs inservice in delivery systems

V. EVALUATION OF MISSION STATEMENT

A. Improvement of the Reading Program

1. To improve students' reading comprehension at grades 3 and 5 on the Iowa Tests of Basic Skills

2. To improve STAR Resource Teacher, principal, and school staff competencies as identified by levels of use, results, and satisfaction on the Division of Instruction evaluation instrument (Truex Model)

3. To make a difference to participating schools by having each school meet the standards identified as critical to improving its reading program

4. To make a difference to participating schools by having each school meet the standards mutually identified as improtant to improving the reading program

B. Processes Used To Improve the Reading Program

1. To increase the level of congruence between teachers' perceptions about the ideal and actual state of the reading program

2. To identify effective processes for delivery of service

3. To evaluate use of the process model

4. To monitor and evaluate the use, results, and satisfaction of special projects associated with Project STAR

5. To evaluate the interdisciplinary team approach:

   a. school reading and screening teams
   b. state team

6. To evaluate the cooperative efforts of Project STAR

Agreed to: June 8, 1978

SOURCES: Information Sheets (1976, 1977), Brochure, Handbook, Position Paper, Accountability Book, Evaluation Activity Plan, and Title IV-C Proposal.

APPENDIX D

Trainer of Trainers Model

The trainer of trainers concept for Project STAR is based upon the idea that the STAR staff team's efforts to effect changes in school's reading program can be more effective if efforts are concentrated upon a selected target group (SRTs and principals). This group then provides training for classroom teacher and other support staff. Selection of workshop topics will be an outgrowth of the needs assessment which has taken place in the Project STAR schools.

The State team's general objective for this concept might be:

GENERAL OBJECTIVE: To participate in organizing and implementing inservice workshops.

BEHAVIORAL OBJECTIVE: Given the task of developing an inservice workshop for STAR personnel, and given a planning session with SRTs, the State STAR members will be able to use the assessment information to select topics for workshop experience, develop and implement a workshop,

By providing all of the following:

- development of general objectives for workshop experiences
- options for workshop participation
- selection of material appropriate to carry out the objectives of the workshop
- clear instruction for participation in workshops
- summary discussion of workshop experience
- evaluation of workshop experiences based on the objectives for the workshop
- follow-up of workshop experience into the school

One of the key concepts in this approach is "model". The State STAR team's methods for the organization of workshops, the content, and workshop methodology are analyzed by SRTs and other trainers. This requires detailed pre-workshop planning sessions wherein all of the above mentioned behavioral objectives are met. This modeling and replication of workshop procedures can also be of use to other LEAs, and other State STAR members. This can be facilitated through the use of video-audio taping of workshop planning and implementation sessions. These, along with all printed materials, can be stored at MSDE and be added to the collection at the State Media Services Center.

APPENDIX E
A SUGGESTED MODEL FOR DELIVERY SYSTEMS WITHIN PROJECT STAR

After the assessment phase is complete, content information is disseminated to the LEA's based on the findings during the assessment phases. The following concepts and means of delivery can be utilized.

A. Interdisciplinary team approach

Content can be delivered individually or jointly by the STAR team using each member's area of expertise interest. For example, the 24 state people in Project STAR could team to develop content for the areas of need identified on the basis of interest, skill and discipline. Each person would be responsible for developing the area chosen and planning the delivery to all schools in need of such in the project. For instance, a person or persons interested in techniques of teaching comprehension could plan the content and objective for that area of need wherever it may be. Each area that would be developed would first be disseminated to other members of the State team to facilitate communication and peer teaching for professional growth and sharing. This approach would allow indepth development of topics and provide for individual differences among the State and Local team. Each person serving a school would then be able to follow up on implementation of ideas and skills presented in the training program.

B. Cross LEA approach

Once the assessment phase is complete, each state or local STAR team member can work across-LEA if the need arises and can share an area of expertise not available within the LEA STAR team. For example, a school in Anne Arundel County exhibits a need in the area of affect motivation as demonstrated by MSTOI results, so the guidance counselor presents a workshop in that school. Needs can be communicated by either the LEA STAR team, school-based SRT or LEA.

C. The trainer of trainees model as outlined in the handbook could be utilized for disseminating information and training appropriate to that model.

D. The STAR team members can assist local schools and schools within an LEA in procuring services from the LEA.

E. Types of delivery which could be used:

1. Focus workshop could be presented within LEA or cross LEA

either by the STAR team using the interdisciplinary approach or by individual STAR team members. The trainer of trainers model would be used and the participants would be responsible for disseminating the information to their schools who would follow-up the ideas presented.

2. Individual workshops within a school could be presented to the school staff by individual or a group of STAR team members. In addition to presenting workshops in individual schools, STAR team members can work with the principal and/or SRT in a particular school or provide demonstrations with classroom teachers.

3. The floating faculty concept can be incorporated for individual schools. Either the state STAR team or the LEA SRT's might spend an extended period of time in a school.

4. MSDE resources can be used such as Leroy London, Dr. Webb.

APPENDIX F
WORKSHOP OPERATIONAL CHECKLIST

1. PUBLICITY/PROMOTING/NOTIFYING

		Person Responsible	By When
	notices to agencies		
	letters of invitation		
	direction to meeting place		
	phone calls		
	copies of meeting plan		
	personal contacts		
	publicity		
	other		

2. AGENDA AND RESOURCE MATERIALS

	copies of agenda		
	contact persons on the agenda		
	materials needed (handouts)		
	previous agreement and time commitments		
	others		

3. RESPONSIBILITIES BEFORE THE MEETING

	leadership assignments		
	documentation or recording assignments		
	resource persons?		
	observers?		
	"hosting roles"		
	making reports		
	preview films for timing and content		

Source: Taking Your Meetings Out of the Doldrums,
Eva Schindler-Rainman, Ronald Lippitt and Jack Cole,
University Associates, 1977.

APPENDIX F (continued)

4. FACILITIES CHECKOUT

______ size and shape of space
______ table, chairs
______ bathrooms (where, no., can accomodate)
______ parking facilities: number & access
______ location
______ room set up arrangements
______ equipment - A.V.
______ others
______
______
______
______

5. MATERIALS AND SUPPLIES FOR THE MEETING

______ name tags
______ felt pens
______ masking tape
______ paper clips
______ scissors
______ stapler
______ glue
______ newsprint paper
______ scratch paper
______ pencils
______ dittopaper and ditto masters
______ chalk
______ others
______
______
______
______
______

6. BUDGET

Estimated Cost

______ mailing and stamps
______ telephone calls
______ paper materials
    ______ name tags
    ______ newspring
    ______ paper
    ______ construction paper
______ writing materials
    ______ pens
    ______ crayons
    ______ special pens for overhead
    ______ grease pencils
______ secretarial time
______ transportation
______ meals
______ coffee, tea, juice
______ reproduction of materials
______ folders
______ tapes
______ others
______
______
______
______

APPENDIX F (continued)

7. JUST BEFORE THE MEETING

WHO RESPONSIBLE

______ seating arrangements - general session and subgroupings ______
______ extra chairs ______
______ extra tables ______
______ P. A. system checkout ______
______ equipment (easels, screens, etc.) ______
______ materials (paper, pens, etc.,) ______
______ ash trays ______
______ water, glasses ______
______ thermostat ______
______ opening and closing of windows ______
______ refreshment set-up ______
______ check that charts, boards, screens can be seen from everywhere
______ agendas available ______
______ other materials available for handouts ______
______ name tags/tents ______
______ table numbers ______
______ coffee, tea, etc. ______
______ evaluation forms ready ______
______ reproduction equipment (e.g., ditto machine) ______
______ audio-visual equipment ready ______
______ others ______
______ ______
______ ______
______ ______
______ ______

APPENDIX F (continued)

8. AT THE MEETING

WHO RESPONSIBLE

______ meeting, greeting, seating of participants and guests
______ documentation - recording
______ greeting of late comers
______ evaluation activity
______ handing out materials
______ operation of equipment
______ process review, stop sessions, etc.
______ announcements
______ others

9. END OF MEETING - AND AFTER

______ collect unused materials
______ return equipment
______ clean up
______ thank helpers
______ read and analyze evaluation/feedback
______ prepare feedback on feedback
______ mail follow-up materials
______ remind people of their follow-up
commitments - phone ______
write ______
______ lay plans for next meeting; dates
if there is to be one

APPENDIX G
FOLLOW-UP TO MEETING

TASK	PERSON RESPONSIBLE	EXPECTED COMPLETION DATE	ACTUAL COMPLETION DATE

APPENDIX H

DESIGNING THE MEETING

Time Estimate	Activities, Methods, groupings	Who Responsible	Arrangements of space equipment, materials

1. Plans for ending the meeting (evaluation, closing activities, deadline commitments, etc.)

2. Follow-up--Who? Will do what? (need calendars, telephone directories, etc.)

3. Clean-up and other immediate commitments (thank you calls, letters, etc.)

From Schmuck (The Second Handbook on Organization Development in Schools, 1977) pp. 254-255.

APPENDIX I

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Instruction

Workshop Rating Card

Workshop Title ______________________________

Date ____________ Workshop Director ______________________________

NOTICE: So that the top portion of this rating card can be submitted without participant identification, please TEAR ALONG DOTTED LINE. Please return this rating card before leaving the workshop.

DIRECTIONS: For each statement please check one of the following ratings: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

	SD	D	N	A	SA
1. The workshop objectives were clearly stated.	☐	☐	☐	☐	☐
2. The workshop objectives were relevant to participant interest and/or experience.	☐	☐	☐	☐	☐
3. The presentations supported workshop objectives.	☐	☐	☐	☐	☐
4. The workshop objectives were accomplished.	☐	☐	☐	☐	☐

COMMENTS: Please use the back of this card if you wish to comment on the workshop.

APPENDIX J

MARYLAND STATE DEPARTMENT OF EDUCATION
Division of Instruction

Workshop Rating Card Summary

KEY:
■▨■ Range
▨ Mid 50%
▼ Average

Ref. No. _____

Workshop Title ____

Date ___________ Workshop Director ______________________________

NOTICE: So that the top portion of this rating card can be submitted without participant identification, please TEAR ALONG DOTTED LINE. Please return this rating card before leaving the workshop.

DIRECTIONS: For each statement please check one of the following ratings: SD = Strongly Disagree; D = Disagree; N = Neutral; A = Agree; SA = Strongly Agree.

	SD	D	N	A	SA
1. The workshop objectives were clearly stated.	☐	☐	☐	☐	☐
2. The workshop objectives were relevant to participant interest and/or experience.	☐	☐	☐	☐	☐
. The presentations supported workshop objectives.	☐	☐	☐	☐	☐
. The workshop objectives were accomplished.	☐	☐	☐	☐	☐

COMMENTS: Please use the back of this card if you wish to comment on the workshop.

..........TEAR.ALONG.DOTTED.LINE..........

APPENDIX K

MSDE/DIVISION OF INSTRUCTION

SUMMARY REPORTING SHEET FOR INSERVICE ACTIVITIES

Inservice Activity: ______________________________

Ref. No. ___ ______________________________

Date(s): __________ Location: ____________________ Number Attending __________

I. Participant Rating of Attainment of Inservice Objectives *

N Responding	% Attending Who Responded	Workshop Objectives							
		Clearly Stated		Relevant		Supported by Presentations		Accomplished	
		N	%	N	%	N	%	N	%

APPENDIX L
PROJECT COMPONENTS
(Individual Reaction)

Number of Schools _____

Were the following components addressed?	Were the components successful?		Why was the component successful?	How could it have been made more successful?
		I. Improving Performance, Administration and Organization in Elementary Schools. A. Student Performance 1. Reading Comprehension scores		
		2. Parenting project		
		3. Language proposals		
		4. Affective strategies		

APPENDIX L (continued)

Were the following components addressed?	Were the components successful?		Why was the component successful?	How could it have been made more successful?
		5. Use of assessment data		
		6. Test taking skills program		
		7. Correcting instructional groupings		
		B. Staff Performance 1. Inservice Delivery Model a. Cross-LEA Workshops		
		b. Retreat Workshops		

APPENDIX L (continued)

Were the following components addressed?	Were the components successful?		Why was the component successful?	How could it have been made more successful?
		c. School Level Workshops		
		2. Topics a. Content: Reading, Language, Guidance		
		b. Process: Process Model, Change Process, Team Approach, Delivery Systems		
		3. Standard 8 Indicators		
		4. Instruction by Objectives		

APPENDIX L (continued)

Were the following components addressed?	Were the components successful?		Why was the component successful?	How could it have been made more successful?
		C. Organization and Administration 1. Process Model		
		2. Evaluation of Programs a. Use of Standards and Indicators		
		b. Teachers' Survey		
		3. Reading Team		
		4. Validation Team		

APPENDIX L (continued)

Were the following components addressed?	Were the components successful?	Why was the component successful?	How could it have been made more successful?
	5. Screening Teams		
	6. Special Tools & Skills		
	7. Planning-Timelines		
	II. Promoting Interagency/Interdisciplinary Cooperation A. Inter-Agency cooperation 1. Composition of State Team membership		
	2. Principals' committee		
	3. Conference Sheets		

APPENDIX L (continued)

Were the following components addressed?	Were the components successful?		Why was the component successful?	How could it have been made more successful?
		4. Cross-LEA meetings a. Total Team		
		b. New Windsor		
		c. Local administrative meetings		
		5. APP Progress reports		
		6. Yearly report to board		
		7. LEA Level SRT Meetings		

APPENDIX L (continued)

Were the following components addressed?	Were the components successful?		Why was the component successful?	How could it have been made more successful?
		B. Interdisciplinary Cooperation 1. Involvement of state and local personnel in reading, guidance, language, and special education in support of the reading program		
		2. Provided funds &/ or personnel to develop and implement projects in adult education, guidance, and language.		
		3. Identified and involve additional sources of support for the school reading program. (e.g., Special Education, Early Identification, Early Childhood, Title I).		

APPENDIX L (continued)

Were the following components addressed?	Were the components successful?		Why was the component successful?	How could it have been made more successful?
		4. Developed awareness of state and federal guidelines.		
		5. Acted as linking agent to information and resources.		
		6. Speech and language clinician role expanded to include general program.		
		7. Reading Team coordinated activities w/ screening team.		

APPENDIX L (continued)

Were the following components addressed?	Were the components successful?	Why was the component successful?	How could it have been made more successful?
	III. Climate for Change A. Change Orientations 1. Intervention		
	2. Planned Change		
	3. Problem Solving		
	4. Resource Linking		
	B. Strategies 1. Participation and Collaboration a. Decision Making		
	b. Problem Solving		

APPENDIX L (continued)

Were the following components addressed?	Were the components successful?		Why was the component successful?	How could it have been made more successful?
		c. Goal Setting		
		d. Meeting Organization		
		2. Planning a. Long Term		
		b. Short Term		
		3. Working with Groups a. Process Skills		
		b. Development		

APPENDIX L (continued)

Were the following components addressed?	Were the components successful?		Why was the component successful?	How could it have been made more successful?
		c. Consultation		
		4. Organization Development Processes a. Role differentiation and clarification		
		b. Change Agent Skills		
		c. Internal and External Agents		
		d. Team membership		

APPENDIX L (continued)

Were the following components addressed?	Were the components successful?		Why was the component successful?	How could it have been made more successful?
		5. Staff Development		
		6. Communications		
		7. Monitoring		

No._____

APPENDIX L (continued)
SYNTHESIS OF PROGRAM COMPONENTS

Total number of components addressed.

I.A. Student Performance _____
I.B. Staff Performance _____
I.C. Organization and Administration _____
I.A., B., C., Total X _____

II.A. Inter-Agency Cooperation _____
II.B. Interdisciplinary Cooperation _____
II.A., B., Total Y _____

III.A. Change Orientations _____
III.B. Strategies _____
III.A., B., Total Z _____
Total X, Y, Z _____

Total number of successful components.

I.A. Student Performance _____
I.B. Staff Performance _____
I.C. Organization and Administration _____
I.A., B., C., Total X _____

II.A. Inter-Agency Cooperation _____
II.B. Interdisciplinary Cooperation _____
II.A., B., Total Y _____

III.A. Change Orientations _____
III.B. Strategies _____
III.A., B., Total Z _____

Total X,Y,Z _____

APPENDIX L (continued)

Narrative Format:

The most successful components for improving performance, administration and organization in Elementary schools were:

These were successful because

The least successful components were:

These could have been successful if:

APPENDIX M
PROJECT STAR EVALUATION

PLEASE CHECK YOUR POSITION

_____Principal

_____Supervisor

_____SRT

Participant Reaction

1. How did you feel about the STAR Project when your (school/system) entered at the beginning? (Circle one.)

1	2	3	4	5
not so good		so--so		great

2. How do you feel about the STAR Project at this point (May, 1979)?

1	2	3	4	5
not so good		so--so		great

3. List the five most important benefits the (school/system) has received as a direct or indirect result of the STAR Project.

   a.

   b.

   c.

   d.

   e.

4. List the five greatest achievements made by the school (staff/system) as a result of participating in Project STAR.

   a.

   b.

   c.

   d.

   e.

APPENDIX M (continued)

5. What are the differences—positive or negative—which have occurred to you or the (staff/system) as a result of your work in Project STAR?

STAFF/SYSTEM

PERSONAL

6. What differences have occurred in students as a result of your work in Project STAR?

7. What concerns or problems do you have regarding the project at this point?

APPENDIX N
PROJECT STAR EVALUATION

Teacher Survey

PLEASE CHECK YOUR POSITION

_____Principal

_____Supervisor

1. Were the survey results presented to the (school/system) staff:

   in 1977? Yes_____ No_____

   in 1978? Yes_____ No_____

2. What procedures were used to analyze the data? (Describe, attach sample if available.)

3. With whom was the data used? (Check applicable ones.)

   _____with self only

   _____with entire school staff

   _____with reading team

   _____with other administrators

   _____with supervisors

   _____with others _______________

   ____

   ____

4. Why was the data used? (Check applicable ones.)

   _____to set priorities for new action plans

   _____to compare pre and post results for teacher view of programs

   _____to find incongruencies between parts A, B, and C

   _____to plan staff inservice

   _____other uses (describe)

APPENDIX N (continued)

5. If you used the data to set priorities, what were they in:

1977-1978?

1978-1979?

6. What unanticipated events or results, if any, did you experience while using this data?

7. How do you interpret these events or results?

8. How would you rate the usefulness of receiving such data to assist you in fulfilling the responsibilities of your position?

_____extremely valuable

_____valuable

_____nice to have

_____not very informative

APPENDIX 0
ESEA TITLE IV, PART C (3) PROPOSAL

GOALS

Goal 1.0 Project STAR will make a difference to participating schools by having each school meet Standards 4, 16, 26, and 27 (critical standards) of the Standards for Successful Reading Programs.

Goal 2.0 Project STAR will make a difference to participating schools by improving reading comprehension at the levels tested.

Goal 3.0 Project STAR will assist LEAs in raising the level of congruence between teachers' perceptions of their reading programs in relation to meeting Standards and how the teaching program actually exists in relation to specific Standards.

Goal 4.0 Project implementors will provide useful feedback data to local education agencies to make program changes.

Goal 5.0 Project STAR will provide on a regular basis status information to Maryland State Department of Education staff and to the Maryland State Board of Education.

Goal 6.0 Project STAR will provide delivery system information to Project Basic.

Goal 7.0 Project STAR will increase the level of competency of STAR Resource Teacher's, principals, and teachers.

APPENDIX P

ANNOTATED BIBLIOGRAPHY - STAR PARENTING PROJECTS

1. Agendas for parent meetings; evaluation sheets for the meetings, Rutland Elementary School, Baltimore.

2. Commercial materials for Parental Loan, Ferndale Elementary, Anne Arundel County.
   A listing by title, cost and catalog number of commercial materials which might be of value in a parent lending library.

3. Evaluation sheets for parents, Glasva Elementary, Charles County.
   A collection of different evaluation forms used by the STAR Resource Teacher to determine effectiveness of (a) bus trips (b) discussion groups and (c) speaker presentations.

4. Home Improvement Packets, Carter Woodson Elementary, Baltimore.
   Vocabulary recipes and a functional reading lesson for the intermediate grades.

5. Home Learn Recipes, Waverly Elementary School, Baltimore.
   A 15 page listing of activities designed by teachers for parents and listed by grade level.

6. School Reading Program - a booklet for parents, Wayside Elementary School, Charles County.
   A publication of pictures and print which gives parents a brief description of the reading program and answers questions parents frequently ask about their child's reading progress.

7. Self-Esteem Calendar, Colmar Manor, Prince George's County.
   A useful collection of self-concept boosting ideas which are presented in a monthly calendar format so parents could try them out day by day.

8. Volunteer Training materials, Ridgeway Elementary, Anne Arundel County.
   A 17 page booklet used to prepare volunteers to work in classrooms.